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THESIS

AN INTERPRETATION OF THE CLASSICAL INVESTIGATION
RELATIVE TO ELEMENTARY LATIN.

SUBMITTED BY

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In partial fulfillment of requirements for the
degree of Master of Education.

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In 1924 the Advisory Committee of the American Classical League presented its report of its investigation into the condition of the classical studies in the United States. The investigation was of the nature of a preliminary survey of the status of Latin and Greek in the secondary schools in the United States. The American Classical League believed that the investigation would be of a thorough and unbiased nature. The purpose of the investigation was to determine the condition of the classical studies and to make such suggestions as would be deemed to be beneficial to the classical courses in response to suggestions and reports.

As proposed by the Classical Committee, the investigation was to consist of three parts. **Introduction** The first was to be a careful study into the present facts so that the existing situation might be clearly shown. The second stage was to be an analysis and an impartial criticism of the ascertained facts. The third stage was to be the most important, namely, the preparation of a progressive constructive plan for the teaching of the Classics in the secondary schools of the United States.

The problem to be considered was numerous. The first problem was the inspection of administrative policies and their effect on secondary schools study of the Classics. The second problem was concerned with the provision for Latin study. The third problem concerned the curriculum, both past and present. The secondary sources of study in the field of the fourth problem. The fifth problem concerned the teaching methods now employed. The sixth and final problem was concerned with the betterment of the training of Latin teachers and with the establishment of professional agencies for obtaining the same.

Information

In 1924 the Advisory Committee of the American Classical League presented its report of its investigation into the condition of the Classical studies in the United States. The Investigation was of the nature of a nationwide survey of the status of Latin and Greek in the Secondary schools in the United States. The American Classical League intended that the Investigation should be of a thorough and analytical nature. The purpose of the Investigation was to determine the condition of the classical studies, and to make such suggestions as would be thought to be beneficial to the classical courses in respect to reorganization and reform.

As proposed by the Classical Committee, the Investigation was to consist of three parts. The first section was to be a careful inquiry into the relevant facts so that the existing situation might be clearly shown. The second stage was to be an analysis and an impartial criticism of the ascertained facts. The third stage was to be the most important, namely, the preparation of a progressive constructive plan for the teaching of the Classics in the secondary schools of the United States.¹

The problems to be considered were numerous. The first problem was the inspection of administrative policies and their effect on secondary school study of the Classics. The second problem was concerned with the provision for Latin study. The third problem concerned the enrollment, both past and present. The secondary course of study was the field of the fourth problem. The fifth problem concerned the teaching methods were employed. The sixth and final problem was concerned with the betterment of the training of Latin teachers, and with the establishment of practicable agencies for obtaining the same.²

1. Report of the Classical Investigation, Part One p.2, Princeton University Press, 1924

2. Ibid

In 1922 the Advisory Committee of the American Classical League presented its report of its investigation into the condition of the classical studies in the United States. The investigation was of the nature of a nationwide survey of the status of Latin and Greek in the secondary schools in the United States. The American Classical League intended that the investigation should be of a thorough and analytical nature. The purpose of the investigation was to determine the condition of the classical studies, and to make such suggestions as would be thought to be beneficial to the classical courses in respect to reorganization and reform.

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The Investigation was carried out by a general committee of an advisory capacity, assisted by regional committees. These committees were given the assistance of experts in the field of research, and they conferred regularly to consider reports on the progress of the Investigation.

The Report of the Investigation was published in 1924, and its advent was the cause of much comment, both favorable and unfavorable. Since the publication of the Report, ten years have passed, in which time the validity of some of its claims has been subject to dispute. In the Report, however, were included certain specific recommendations concerning the courses of study, methods of teaching, and objectives to be attained. These specific recommendations have had considerable influence on the study of the Classics, and especially on the study of Latin, in the secondary schools.

The Investigation has been criticized on several of its aspects. Some people assert that the findings of the Report were based on the opinions of the committees rather than on the facts obtained from the various objective tests used in the course of the Investigation.¹

In this paper we are concerned primarily with the recommendations concerning the objectives, content, and methods of teaching elementary Latin. Concerning the validity of this section of the Report, W.J. Grinstead says,

"In the judgment of this writer, this (adverse) criticism is entirely unfounded as to the chapters on objectives, content and method, which show a very thorough and fearless attempt to assemble and interpret impartially all the pertinent facts and data obtainable, and which recognizes the unavoidable limitations of the sources."²

The National Survey of Secondary Education in its bulletin on the study of foreign languages makes the following statement concerning the objectives recommended by the Classical Report,

1. A.T. Walker, "The Report of the Classical Investigation, A Criticism" Classical Journal, 25; 83-92, Nov. 1929.

2. W.J. Grinstead, Review of Educational Research, vol. 2, p57

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The National Survey of Secondary Education in its bulletin on the study of foreign languages makes the following statement concerning the objectives recommended by the Classical Report,

1. W. L. Grinnard, "The Report of the Classical Investigation," *Classical Journal*, 30:53-58, Nov. 1935.

"The newer courses of study accept the statement of aims (objectives) both ultimate and immediate recommended by the Classical Investigation. Of eighty State and city courses of study for Latin examined by the present project (National Survey of Secondary Education) sixty nine are based on the objectives set forth in the Classical Report." 1.

Thus we may consider the recommendations of the Classical Report in respect to the content, methods, and objective as being based on solid foundations. In respect to these subjects we will inspect the Classical Report and its influence on Elementary Latin.

Objectives for the study of Latin Recommended by the Classical Report

As stated by the Report of the Classical Investigation,² the immediate objective of the study of Latin is the progressive power to read and understand Latin. The ultimate aims are, (a) Increased understanding of those elements in English which are related to Latin, (b) Increased ability to read, speak, and write English, (c) Correct Mental Habits, and (d) The development of an historical and cultural background. Other objectives were included in the Report, but since they do not pertain directly to the field of Elementary Latin, they are not included in the list of objectives as here stated.

For the purposes of this paper the Classical Report will be discussed in respect to its influence on Elementary Latin in the following phases;

A. Influence on the Practical Objectives.

1. Increased ability to read and understand Latin.
2. Increased ability to understand those elements of English which are related to Latin.
3. Increased ability to read, write, and speak English.

B. Influences on the Disciplinary Objectives.

1. Development of correct mental habits.

C. Influence on the Cultural Objectives.

1. Development of an historical and cultural background.
2. Development of right attitudes toward social institutions.

1. Bulletin 1932 #17, p 35, United States Dept. of the Interior, Office of Education.
 2. Report of the Classical Investigation, Part One p 81.

"The new course of study meets the statement of aims (objectives) both definite and immediate recommended by the Classical Investigation. Of eighty aims and six courses of study for Latin examined by the present project/national survey of secondary education, sixty aims were based on the objectives set forth in the Classical Report." 1.

Thus we may consider the recommendations of the Classical Report in

respect to the content, methods, and objectives as being based on solid foundations. In respect to those subjects we will inspect the Classical Report and its influence on Elementary Latin.

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 2. Increased ability to understand those elements of English which are related to Latin.
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- B. Influence on the Elementary Objectives.
 1. Development of correct mental habits.
- C. Influence on the Cultural Objectives.
 1. Development of an historical and cultural background.
 2. Development of right attitudes toward social institutions.

This paper aims to interpret the Report of the Classical Investigation in respect to its influence on the field of Elementary Latin. The aim is to inspect the field of first year Latin and to see what changes can be attributed to the Classical Investigation.

Sources of Material for the Paper.

In the preparation of this paper, the writer has made extensive use of The Report of the Classical Investigation. The Classical Journal has offered an inexhaustive source of material. One of the most notable features of this magazine is the section called "Hints for Teachers". In this department can be found much material of worth to the progressive Latin teacher. The book by Dr. Mason D. Gray, "The Teaching of Latin" has been used considerably in illustrating the most recent suggestions to Latin teachers. Papers read at the High School Conferences at the University of Illinois in 1930 and 1931 were used in connection with the inspection of the recently published textbooks for elementary Latin. Several courses of study were used in connection with the discussion on the content of the courses of study for elementary Latin. The Report of the National Survey of Secondary Education, that section pertaining to foreign languages, was employed with several sections of the paper. A more detailed list of the sources of material can be found in the bibliography.

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Application Objectives

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In this chapter we will discuss the three subdivisions of the Application Objectives, namely, the increased ability to read Latin, the increased ability to understand those elements of English which are related to Latin, and the increased ability to read, write and speak English.

In discussing the developments concerning the increased ability to read Latin, we will look at the changes in the courses of study, the changes in the textbooks for elementary Latin, and the new theories in teaching methods.

"In a fairly large number of schools, chiefly of the six year type, Latin may be begun in the seventh grade and continued for a maximum of six years." 1.

In the newer courses of study the fundamentals of Latin may be begun in the seventh grade, whereas in the old type of course the study was almost invariably initiated in the ninth grade. Under the former system the first year was given over to the mastering of the fundamentals of syntax and inflections. Then in the second year the pupil was plunged into the study of the first classical author, usually Caesar. Very often the pupil was insufficiently prepared for reading, with the result that he either failed the course, or incurred such a dislike for the subject that he did not continue his study of Latin. At the time of the Classical Investigation, the survey showed that sixty-nine per cent of the pupils who began the study of Latin stopped at the end of the second year. 2.

In consideration of this condition, the Classical Committee recommended various changes in the course of study. These recommendations are as follows;

1. That the formal study of elements of language during the first year be reduced by the postponement of many forms and principles of syntax until later in the course; that the formal study of some of these forms

1. W. L. Carr, "The Classroom Teacher" vol. 12, p 646, The Classroom Teacher Inc., Chicago, 1928

2. Classical Report, Part One p 124.

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In consideration of this condition, the Classical Committee recommended various changes in the course of study. These recommendations are as follows:

1. That the formal study of elements of language during the first year be reduced by the postponement of many forms and principles of syntax until later in the course; that the formal study of some of these forms

and principles be omitted from the secondary course; and that in general the functional rather than the formal knowledge of the elements be emphasized throughout the course.

2. That not less than eighty pages of easy, well graded and attractive Latin reading material be introduced into the course at the earliest possible point and continue at least through the third semester.

3. That this easy reading material should be such as to contribute both to the progressive development of reading power to read and understand Latin, and to the attainment of the historical-cultural objectives which teachers regard as valid for their pupils.

4. That there be enough freedom of choice in the Latin authors read to make it possible and easily practicable for the teachers to select the reading material which in their judgment will provide the best medium for attaining, during the secondary course, the historical-cultural objectives which they regard as valid for their pupils.

5. That such additional material of instruction be introduced as will provide for fuller attainment of the various ultimate objectives of the study of Latin. 1.

Other recommendations were set forth, but since they did not pertain to the content of the course of study, they are not included in the above list.

One of the conditions which the Classical Investigation aimed to improve was the high mortality rate among Latin students. It was realized that it was impossible to eliminate this condition entirely, so rearrangements in the course were suggested whereby the pupil might stop his study and not be the loser. In the words of the committee, it was recommended that,

"The work of each year beginning with the first, should be so arranged that it would be worthwhile in itself, whether or not the pupil is to go further in the study of Latin." 2.

To illustrate the revised type of course of study for elementary Latin in the seventh grade, a section of the course of study for Latin in the Junior High Schools of Massachusetts is given in the appendix. We find that under this new type of course, the pupil may begin his study of Latin in either the seventh, eighth, or ninth grades. There are three separate

1. Classical Report, Part One p 124

2. Ibid p 31.

and arranged by subject from the secondary course; and that in general the material should be arranged in the order of the elements as presented throughout the course.

2. That not less than eighty pages of easy, well graded and attractive Latin reading material be introduced into the course at the earliest possible point and continued at least through the third semester.

3. That this easy reading material should be such as to contribute both to the progressive development of reading power to read and understand Latin, and to the attainment of the historical-cultural objectives which teachers regard as valid for their pupils.

4. That there be enough freedom of choice in the Latin authors read to make it possible and easily practicable for the teachers to select the reading material which in their judgment will provide the best medium for attaining, during the secondary course, the historical-cultural objectives which they regard as valid for their pupils.

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course outlines, the pupils beginning Latin in the seventh grade follow one of these outlines, those beginning in the eighth grade follow another, and those beginning in the ninth grade follow still another. When the pupil begins in the seventh grade, he is given the opportunity to study the geography of Italy and the Mediterranean Basin, and he also reads simple stories of Roman history and myths and legends of Rome. This part of the work is a feature of this course only. In the courses for later beginners, this work is given less emphasis because of the fact that there is less time. It may be noticed that the amount of grammatical and syntactical work has been lessened in the first years of the Latin course. This is in accordance with the recommendations of the Classical Investigation. In connection with the Investigation tests were given to Latin pupils which demonstrated that many of the grammatical rules and syntactical principles which were required for the first year pupil to master were not mastered even to a seventy five per cent degree by the end of the third ¹ year. Now the mastering of the fundamentals is given the amount of time which is required for complete mastery. If the pupil begins his Latin in the seventh grade, he has considerably more time to cover the ground which should be mastered before the pupil begins the reading of his first classical author.

In the course outlines for the Junior High School Latin for Massachusetts are included outlines for courses which the pupil follows when he begins Latin in the eighth or ninth grades. The pupil who follows either of these courses does not have the amount of time to master the fundamentals which is given to the pupil who begins in the seventh grade. The same material for the most part is contained in all three of the courses, but the amount of attention given to these materials depends on when the stu-

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dent begins his Latin study. This plan of beginning the study of Latin earlier in the scholastic career receives the approval of Latin scholars.

"Arguments for beginning Latin in the grades below the ninth , therefore, rest on a pedagogical as well as practical basis." 1.

In view of the fact that the primary objective of the study of Latin is the increased ability to read Latin, any action which assists in promoting this objective can be considered valuable. Therefore the rearrangements of the courses so that the study may be started early, and thus efficiently, constitute a valuable development in the field of elementary Latin.

The new type course of study are constructed in such a way as to give much assistance to the teacher. The new courses do not confine themselves to outlining the work to be covered, but in addition offer many suggestions to the teacher as to the best methods of teaching, and also suggest to the teacher sources of valuable material for her classes. In some of them are found lists of books for supplementary reading. The lists of books are not claimed to be exhaustive, but they do give the types of books which will be valuable in the work of the various stages of the course.

The Massachusetts Junior High School course of study for Latin is representative of the new type of course. In the preparation of this paper, several courses were examined: the Minnesota course, the Iowa course, the Colorado course, and the Pennsylvania course, all of which were found to be similar in content and scope. As has been previously stated, sixty nine out of eighty courses examined in the National Survey of Secondary Education were based on the objectives of the recommendations 1.W.L.Carr, "The Classroom Teacher" p 645, The Classroom Teacher Inc., Chicago, 1928.

2.Commonwealth of Massachusetts, Bulletin of Dept. of Education, 1927 #8, whole number 185, p 3.

3.Course of Study-Latin, Dept of Educ., St. Paul, Minnesota.

4. Course of Study-Latin, Dept of Educ., Des Moines, Iowa.

5.Junior High School Course of Study, Board of Educ., Denver, Colorado.

6.Course of Study - Latin, Dept. of Public Instruction, Harrisburg, Penn.

7.National Survey of Secondary Educ., Monograph 24, "Foreign Languages"

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In view of the fact that the primary objective of the study of Latin is the increased ability to read Latin, any action which assists in reaching this objective can be considered valuable. Therefore the trans-ferrence of the course so that the study may be started early, and thus artistically, constitutes a valuable development in the field of elementary Latin.

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1. W. L. Gage, "The Classroom Teacher," p. 443, The Classroom Teacher Inc., Chicago, 1923.
2. Commission of Massachusetts, Bulletin of Dept. of Education, 1927, 28, whole number 185, p. 3.

3. Course of Study-Latin, Dept. of Education, Des Moines, Iowa.
4. Course of Study-Latin, Dept. of Education, Denver, Colorado.
5. Junior High School Course of Study, Board of Education, St. Paul, Minnesota.
6. Course of Study - Latin, Dept. of Public Instruction, St. Paul, Minnesota.
7. National Survey of Secondary Education, Monograph 24, Foreign Languages.

of the Classical Report.

Reading Materials of the New Courses.

We find that the pupils beginning their Latin in the seventh grade are given a course which develops a background in the geography and history of the countries to be studied. The course also develops an acquaintance with the myths and legends of the peoples whose language is to be learned. The Latin reading materials have been revamped so that they are no longer dry uninteresting paragraphs concerning useless subjects. In the elementary courses now the pupil reads materials which have been written by scholars who had as their aim the construction of Latin which best meets the needs of the certain level of study at which the Latin is to be read.

"Children read the 'made' Latin with more ease and efficiency than when they are plunged directly into contact with a classical author as in the old days, and they enjoy the reading much more. Surely one does better what he likes and can do easily than what he does as a mere drudgery." 1.

The first lessons are of the very simplest nature, yet they are so written as to hold the interest of the pupil, and to teach him to employ those elements of syntax which he learns as he progresses. The Latin reading material is graded in difficulty, so that as the pupil advances in the course, he must apply himself with increasing diligence. In the older courses the readings were dry and usually disconnected paragraphs. There was little attempt to motivate the learning by creating an interest on the part of the pupil in the reading matter of the daily lesson. Of course, the recommendations of the Investigation could not be carried out in respect to the content of the course if the textbook manufacturers did not cooperate fully, because it is obvious that if the pupil does not possess the adequate materials with which to work, he can not hope to do

1. G.D. Roach, "Results of the Newer Type Textbooks for Latin I", Univ. of Illinois Bulletin, vol28, # 16 p 73.

2. Ibid, p 74

Reading Materials of the New Courses.

We find that the pupils beginning their Latin in the seventh grade are given a course which develops a background in the geography and history of the countries to be studied. The course also develops an acquaintance with the myths and legends of the peoples whose language is to be learned. The Latin reading materials have been revamped so that they are no longer dry uninteresting paragraphs concerning history and facts. In the elementary courses now the pupil reads materials which have been written by scholars who had as their aim the construction of Latin which best meets the needs of the certain level of study at which the Latin is to be read.

"Children read the 'made' Latin which more easy and efficiency than when they are plunged directly into contact with a classical author as in the old days, and they enjoy the reading much more. Surely one does better what he likes and can do better than what he does as a mere duty." I.

The first lessons are of the very simplest nature, yet they are so written as to hold the interest of the pupil, and to teach him to enjoy those elements of syntax which he learns as he progresses. The Latin reading material is graded in difficulty, so that as the pupil advances in the course, he must apply himself with increasing diligence. In the older courses the readings were dry and usually disconnected paragraphs. There was little attempt to motivate the learning by creating an interest on the part of the pupil in the reading matter of the daily lesson. At course, the recommendations of the investigation could not be carried out in respect to the content of the course if the textbook manufacturers did not cooperate fully, because it is obvious that if the pupil does not possess the adequate materials with which to work, he can not hope to do

do a thorough piece of work. The new type textbook will be given consideration in a later part of the paper.

Syntactical Materials

Turning from the reading matter of the elementary course let us look at the syntactical materials of the course as they have been reorganized in the years since the Report of the Classical Investigation.

Concerning the matter of syntax, the Report stated,

"We believe that the application of the first criterion (the principles of syntax should be selected and distributed in such a way as to provide conditions most favorable for the attainment of the progressive power to read and understand Latin) involves a considerable reduction in the number of syntactical principles to be included in the work of the first two semesters, and an emphasis on the functional rather than the formal knowledge of the principles taught. ... We believe that the proposed reduction in the number of syntactical principles to be mastered in the work of the first two semesters and an emphasis on the functional rather than on the formal knowledge of the principles learned will foster the better ability to make better use of those principles considered essential, and in a better grasp of the principles themselves than is commonly secured at the present time." 1.

One of the causes of the high mortality figures among Latin students at the time of the Classical Investigation was the mass of rules and principles which were required to be mastered. Under the former course requirements, the teachers frequently lost sight of the true ultimate objectives in the anxiety to cover the materials prescribed as necessary for a pupil to know before he undertook to read his classical author. The popular belief was that the pupil should know all of the uses of a case or tense before he began his reading.

The functional method of learning syntax has come into widespread use since the Investigation. In this method the pupil studies the syntax as he encounters it in the reading matter of the course. Since the reading matter in the new courses is graded in complexity, the need for syntactical knowledge is of a progressive nature, that is, the pupil learns

1. Classical Report, Part One pp. 136- 137

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as he reads.

Forms and Paradigms.

Concerning the learning of inflections there has been a similar change in the requirements for the elementary course. The pupil still is required to learn the basic forms and paradigms, but he is no longer made to master some of the forms which were once considered as being absolutely necessary. An example of this is the elimination of the study of the Future Infinitive of the verb forms in the first year. Many other similar forms which are not frequently used. With the time gained by the elimination of these little used forms, closer attention can be given to the attainment of all of the objectives.

"Latin for English" Courses

In many schools there are two courses for Latin. Each is complete in itself. One course is two years in length, the other is from two and a half to four years in length. In the short course, the pupils begin their Latin in the ninth grade and read Caesar in the fourth semester, although in some of the courses only adapted Latin or part classical Latin is read in the fourth semester. In the Shortridge High School in Indianapolis, Latin is begun in the ninth grade. Pupils who will take only two years, and who are not preparing for college entrance examinations continue in a course whose objective is "Latin for English". In the longer courses, the pupil may begin Latin in the eighth grade, taking two years (eighth and ninth grades) or one and one half years (second semester eighth and all of the ninth grades) to prepare for the reading of the first classical author.

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Originally the courses in the Junior High Schools were intended to be mainly for the purpose of giving a better opportunity to the pupil to

develop a foundation for his future Latin study. It has, however, become a practice in some high school systems for the pupil to complete two years of Latin in the junior high school and then not continue the study in the senior high school. In the instances where this practice has become prevalent, it has worked out very satisfactorily, because it makes for¹ less congestion in the senior high school courses.

This idea of beginning Latin in the junior high school an exceptionally recent development. It was proposed some years ago, but the rigidity of the old "eight- four" system of our educational machine, it could not be readily adopted. It was found that few elementary school teachers had had any training in the study of Latin, much less any training in² the teaching of it. In a few cases it was tried out by having a teacher divide her time between the Senior High school and the elementary classes. This attempt was highly unsuccessful because of the administrative which³ arose from having one teacher serve at least two masters.

With the coming of the "six- three-three" plan, however, the difficulties which had prevented an unhampered introduction of Latin into the junior high school were largely eliminated. This plan of offering Latin in the junior high school has proved very satisfactory, both in the amounts of time saved and the abilities engendered. Pedagogically and psychologically it has proved to be a worthwhile experiment.

In some cities there have been established short "finding courses" in which the pupil may try out Latin for a semester in order to determine whether his interests and abilities justify his election of Latin⁴ as a regular subject later in the course.

The Baltimore public schools are trying a simple Latin in the seventh

1.W. L.Carr, "The Classroom Teacher" vol 12 p 648, The Classroom Teacher Inc. Chicago, 1928

2.Ibid p 646.

3.Loc. cit.

4.Ibid p 649

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The following public schools are giving a single Latin in the seventh grade: "The Classroom Teacher" Vol. 12, p. 643, The Classroom Teacher Inc. Chicago, 1933. 2. Ibid. p. 643. 3. Ibid. p. 643. 4. Ibid. p. 643.

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grade. This course is taken by all of the pupils for one quarter of the school year. They study the first conjugation and the first declension, and employ a vocabulary of about one hundred and fifty words. Work is also done in Latin abbreviations and quotations which are common in English. They study sentence structure and the history of the English language. A special attempt is made to observe signs, newspapers, etc., in an attempt to interpret linguistic, mythological, and historical allusions. The amount of the work varies with the ability of the group. The aim of the course is to develop a foundation in the basic elements of language to those who intend to continue academic work. To those who will study no other language than English, it is hoped that this course will give a working knowledge of English sentence structure, and an intelligent appreciation of life around them by giving the pupil a classical background which will help him to recognize the classical influences on his environment with respect to literature, art, and architecture.

In concluding the discussion on the changes in the course of study for elementary Latin, we may say that the outstanding developments are the provision for the earlier beginning of Latin study, and the decreasing of the amount of material considered "required" for the elementary course.

"We have seen that the newer courses of study have embodied the recommendations of the Classical Investigation as to objectives, content and teaching procedures. In practice, the chief recommendation of the report as to content has been adhered to, namely, a reduction of the amount of grammar for the first year. ...Also, materials for the teaching of the ultimate objectives have been more definitely organized and are finding a larger place in the curriculum."

2

1. Elementary School Journal (Editorial) 30:492-493, "Latin in the Seventh Grade".
2. Bulletin 1932 # 17, p 241, U.S. Dept. Int., Office of Educ.

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Developments in Teaching Methods (Theories)

Another point at which there have been developments which concerned the increased ability to read and understand Latin is the factor of teaching methods.

Here the old saying may be once more applied:- "You can lead a horse to water, but you can't make him drink." You can suggest more effective methods of teaching to a teacher, but you can't make her use them. Of course there is much to be offered on both sides of the question. The proponents of the new methods believe that their suggestions will make for more effective methods of teaching, while the constituents of the established methods believe that they have obtained satisfactory results. Under the method of formal study of grammar and syntax which has been in vogue for many years, a zealous application to the work at hand was necessary. Mastery of all grammatical and syntactical principles was held to be absolutely necessary in order that the best results be obtained. Under the newer "functional" method, the pupil learns his forms and paradigms in a less rigid method. He is not required to master his forms until he has had contact with them in his reading of the graded Latin. A more detailed explanation of the functional method will be given in a later part of this chapter.

From the studies carried out in connection with the Classical Investigation, it was apparent that there was much room for improvement in the teaching methods used in many school systems throughout the country.

"There are, however, several additional studies relating specifically to methods which throw further light on the need for certain changes in the classroom procedure, and in the methods which the pupils employ independently in the preparation of their assigned lessons."¹

Some of the results of these studies are stated as follows:

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1. Classical Report, Part One, p 172.

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Another point at which there have been developments which concerned the

translation as the chief method of testing the pupils' comprehension of the reading assignment." 1.

"Less than half of the pupils report that they have been commonly asked to read the sentence or passage aloud in Latin." 2.

"Less than half of the pupils report that they have received frequent help on the advance lesson in the form of practice in sight reading. Yet the teachers in answering the general questionnaire were practically unanimous in the opinion that sight reading should be a regular part of the work." 3.

In view of these and other shortages, the committee recommended the
4
following general principles for methods of teaching Latin.

I. The methods of teaching should be such as will develop in the pupil correct habits of study. The methods adopted by the teacher can be effective in developing the pupil's power to read Latin, or in the developing of valuable general habits just insofar as they create corresponding methods of study on the part of the pupil. On the development of sound habits of study, permanent in their effect, the utmost emphasis should be placed. Not simply what the pupil does under the direct supervision of the teacher, but what he does by himself in his own study of assigned lessons is the final test which any sound method of teaching must successfully meet.

II. The methods of teaching should be such as to contribute directly or indirectly to the progressive development of the power to read Latin as Latin, and at the same time cultivate in the pupil desirable general habits of study, increase his fund of information, stimulate his appreciation of good literature, inculcate right social attitudes and train him to apply independently facts and processes acquired in the study of Latin in other fields of intellectual activity. The development of these ultimate objectives should be continuous, concurrent, and interdependent.

III. The methods of teaching should be such as to utilize constantly and to the fullest extent the previous experience of the pupil. In the teaching of Latin, especially in the elementary grades, this involves a knowledge on the part of the teacher of the previous experience of his pupils in English, and careful consideration and selection of those elements which will serve as a basis for the learning of the vocabulary, syntax, word order, and general sentence structure of the language to be learned.

IV. The methods of teaching should be such as to enlist the interest of the pupil to the fullest extent consistent with the educational aims in view. Other things being equal, the pupil will acquire more readily, retain longer, and apply more widely those facts and processes in which his interests are most keenly aroused. Pupils may be depended upon to show a relatively greater interest in classroom questions which are functional rather than formal in character.

Functional Approach Method

The recommendation which has caused much discussion in respect to teach-

1. Ibid p 173

2. Loc. cit.

3. Ibid p 174

4. Ibid p 181

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IV. The methods of teaching should be such as to utilize the interest of the pupil to the fullest extent consistent with the educational aims in view. Other things being equal, the pupil will acquire more readily, retain longer, and apply more skilfully those facts and processes in which his interests are most keenly aroused. Pupils may be depended upon to show a relatively greater interest in classroom questions which are rhetorical rather than formal in character.

Emotional Approach Method

The recommendation which has caused much discussion in regard to teach-

ing methods has been the "Functional Approach Method". Let us look at the main features of this plan. They are as follows:

- a. The practice of reading Latin for the thought, in the Latin word order.
- b. Extensive oral and silent reading of connected Latin rather than intensive grammatical analysis of isolated sentences as a means of developing reading power.
- c. The divorcement of comprehension from translation, and the use of translation as a means of developing mastery of English.
- d. The study of grammar and inflections and the writing of Latin as mainly contributory to reading skill, rather than as ends in themselves.
- e. The study of words as integral parts of the reading process, and as contributing to the understanding of the Latin elements in English.
- f. The concurrent seeking of both immediate and ultimate objectives.
- g. The recognition of certain disciplinary objectives as valid, with the study of language structure and training in study habits as a means of attaining them. The disciplinary objectives held as valid are the following:

I. The development of certain desirable habits and ideals which are subject to spread, such as habits of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of achievement, accuracy and thoroughness; and the cultivation of certain general attitudes such as dissatisfaction with failure or with partial success.

II. Development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations.

III. The development of correct habits of reflective thinking applicable to the mastery of other subjects of study and to the solution of analogous problems in daily life.

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- II. Development of the habit of discovering identical elements in dis-
tinct situations and experiences, and of making true generalizations.
- III. The development of correct habits of reflective thinking applicable
to the mastery of other subjects of study and to the solution of analo-
gous problems in daily life.

IV. Increased ability to make formal logical analyses.

As may be seen from the foregoing analysis of the Functional method, this method may be applied to the teaching of forms, syntax, and reading methods. Because of the widespread application, it must of necessity conflict with many of the former methods. The adoption of the functional method has met with disapproval in many circles, and it has not been into practice in numerous instances where the courses of study contain suggestions as to the use of the method.

"The thing aimed at is reading power, a feel of the the language, self-confidence. Some teachers have not succeeded in getting the idea. They have not yet changed their methods. They have introduced the new type textbook, partly because the book is attractive to the eye, partly because it seems in line with the trend of the times and the recommendations of the Classical Survey, and partly because it is easier. These teachers use the old methods with the new book. They are apt to neglect the oral side of the work altogether. Instead of reading Latin, the pupils do nothing but translate, and they cover no more of the text now than before. The only result has been to substitute an equal quantity of easier Latin for harder Latin." 1.

Opposition to the Functional Method.

Those who look upon this method with disfavor give utterance to their opinions in statements of which the following may be said to be an example.

"Suppose the student does look up the verb "ago" half a dozen times to find a suitable meaning for each of the half dozen contexts in which the verb appears, the thumbing of the lexicon is not the futile thing that it seems if he thus builds in his memory a series of half a dozen related words which he may differentiate, and if he has succeeded in fixing in his mind a Latin root from which twenty five English words have their derivation. He can afford to learn the present participle if he gains from it a vital sense of what the termination "-nt" means in a thousand English words such as sentient, cogent, incipient, and crescent. He can afford to wrestle with the gerundives and the passive periphrastic for the sake of learning that the termination "-nd" means "worthy to be".

"Years of translating teach him to carefully weigh his words. Such training does not increase the native endowment of any pupil; it merely furnishes the brain with the set of tools with which it may do its finest work." 2.

Those who are in favor of retaining the established "formal" method

1. Clarence Paschall, "The Situation of Latin in the Secondary Schools", Classical Journal, vol. 24, p 401.

2. C.N.Smiley, Classical Journal, vol. 24:p 45.

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Conclusion to the functional method.

Those who look upon this method with distrust give reference to their opinion in statements of which the following may be said to be an example.

"Suppose the student does look up the verb 'ago' half a dozen times to find a suitable meaning for each of the half dozen contexts in which the verb appears, the thinking of the lesson is not the child's doing. That it seems to be that child in his memory a series of half a dozen related words which he may differentiate, and if he has succeeded in doing so he has a Latin root which really gives five English words past their derivation. He can afford to learn the present participle if he gains from it a vital sense of what the translation 'ago' means in a thousand English words such as constant, constant, constant, and constant. He is apt to mistake with the derivative and the passive participles for the sake of learning that the translation 'ago' means 'worthy to go'. 'Worth of translating' seems to be curiously enough the words 'ago' which the does not increase the native endowment of any pupil; it merely furnishes the brain with the use of tools which it can do without." 2.

Those who are in favor of retaining the established "formal" method

can offer as examples of their methods of training the many eminent scholars of the present day who received their Latin training under the established "formal" method which has been in use for some time. Some of the elements of the functional method are not at all new. The idea of reading Latin as Latin was proposed as long ago as 1886 when Professor Hale^{1.} wrote a book entitled "The Art of Reading Latin!" In this book Professor Hale set forth the plan of attack which caused much controversy. In fact, the principles of Professor Hale's theory are the foundation of one of the factors of the functional method.

This method has been received with both acclaim and dissension. Formerly, the pupils were made to learn the innumerable paradigms and inflections by heart. Their learning was considered complete when they could repeat the forms "parrot-like".² This method produced only specific skills and knowledges, rather than "those desirable abilities and habits which are necessary to achievement of genuine power over the language, and to the cultivation of interest both continued and initial, without which there can be no teaching and no learning."^{3.}

The proponents of the functional method of learning syntax claim that any teacher, if she has enough time and patience, can teach any pupil to say a given paradigm. But such knowledge does not necessarily mean that the pupil will be able to recognize the form and select the most appropriate syntactical function for that form in a given sentence.⁴ That is, just because the pupil can repeat all of the forms in a regular order does not necessarily mean that he will recognize any one form in an isolated occurrence.

"One learns a thing by doing it, not by doing something else. That is the essence of the theory in back of the functional method."^{5.}

1. William Gardiner Hale, "The Art of Reading Latin", Ginn and Co., Boston. 1887.

2.W.L. Carr, "The Functional Approach to the Learning of Latin", D.C.Heath, Boston, 1932.

3. Ibidp 2

4. Ibidp 3

5. Ibid p 3

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 appropriate grammatical function for that form in a given sentence.
 That is, that because the pupil can repeat all of the forms in a regular
 order does not necessarily mean that he will recognize any one form in
 an isolated occurrence.

One learns a thing by doing it, not by doing something else. That
 is the essence of the theory in fact of the functional method.
 1. "The Art of Reading Latin", Hais and Co.,
 2. "The Functional Approach to the Learning of Latin", Hais and Co.,
 3. "The Functional Approach to the Learning of Latin", Hais and Co.,
 4. "The Functional Approach to the Learning of Latin", Hais and Co.,
 5. "The Functional Approach to the Learning of Latin", Hais and Co.,

Those who favor the functional method do not claim that formal drill on paradigms has no value, but they do claim that the most value can be derived after the pupil has had actual contact and experience with the forms in their natural setting, that is, in meaningful sentences and paragraphs.

"Forms have no meaning apart from function, and drill on forms apart from apart from function is useless." 1.

"The functional approach takes a little more time than the old way to reach a letter perfect mastery of the some two thousands of grammatical structures commonly contained in the first year program, but when the pupils finally master these forms after they have met them in reading, they mean more than "eeny, meeny, miny, mo." 2.

Advantages Claimed for the Functional Method.

In applying the functional approach method to the learning of syntactical principles, there are distinct advantages claimed. The pupil meets a certain construction several times in the reading material. He is then encouraged to discover the principles of the construction, and to formulate them into a working rule. The procedure aids in clarifying the use in the pupil's mind, it saves time in classroom discussion, and it gives the pupil practical experience in discovering identical elements in different situations, and in making true generalizations on the basis of those discoveries. These are beneficial processes, and are fundamental to the process of reflective thinking.

3

Functional method of Learning Vocabulary.

In applying the functional approach to the learning of the vocabulary, the aim is to have the pupil learn the meaning of the word either from the context, or from its similarity to a known English word, and to have the pupil use the vocabulary only as last resort. The functional method proponents claim that a word has no meaning outside of a context either expressed or understood. Therefore, they claim, the best method to learn the new words is to learn them in the context as they are used.

4.

1. Ibid p 3
2. Ibid p 4
3. Ibid p 5
4. Ibid p 7

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1. Laid a
2. Laid a
3. Laid a
4. Laid a

The opposition to the use of the functional method of learning a vocabulary is centered in the argument that the functional method expects too much of the pupil in asking that he not use the vocabulary in reading his Latin. They say that the pupil should have adequate tools with which to attack the problem of reading. One critic of the functional method has described it as the method by which the pupil is allowed to stub his toe, fall down and hurt himself, and then go back and find out what it was that tripped him. In answer to such criticism, W.L.Carr says pointedly,^{1.}

"Without mental annoyance there would be no problem solving."

Functional Method in Learning Inflections and Forms

When we look at the functional method as it is applied to the learning of inflections and forms, we find that it has been somewhat more readily accepted than in other cases. Perhaps this can be partly attributed to the fact that the new textbooks have embodied the functional method in the construction of the books.² In many of the new books, in the early lessons, the unit of instruction is formed by only one or two forms. Abundant practice is given in the use of these forms before additional forms are presented. Finally, the complete paradigm is built up and serves as a summary of the forms which the pupil has already learned.

Dr. Mason D. Gray endorsed the functional method of learning inflections, syntax, and vocabulary. He states that the learning of paradigms and oral and written practice in inflecting words on the basis of a model is an indispensable means of mastering inflections. The total number of forms is too great to be remembered without some organizing agency. This is the same idea as expressed by W.L.Carr in his statement that the paradigm should be built up and used as a summary of the forms learned. Dr. Gray speaks as follows concerning the functional method:

1. Ibid p 5

2. W.L. Carr, "The Teaching of Elementary Latin," D.C.Heath and Co., Boston, 1929, p 18.

The opposition to the use of the functional method of learning a vocabulary is centered in the argument that the functional method expects too much of the pupil in asking that he not use the vocabulary in reading his Latin. They say that the pupil should have adequate tools with which to attack the problem of reading. One critic of the functional method has described it as the method by which the pupil is allowed to stand his feet, fall down and hurt himself, and then to look and find out what it was that tripped him. In answer to such criticism, W.L. Gair says pointedly, "Without mental maneuvers there would be no problem solving."

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1. Ibid. p. 2
2. W.L. Gair, "The Teaching of Elementary Latin," D.C. Heath and Co., Boston, 1909, p. 18.

"The main point is that the initial learning of the first paradigms should follow, not precede the experiencing with the individual forms, and should serve a real need by assisting the pupil to organize the knowledge gained. Later, when the habit of associating function with form has been attained, entire new paradigms may be safely learned, provided that no new functions are immediately involved." 1.

Dr. Gray also says that in the connected narrative which is now contained in the most of the revised courses, the necessity of understanding the new principle in order to understand the story is a more powerful motive than does the occurrence of the principle in an isolated sentence. This is one of the underlying principles of the functional approach to the study of syntax.

Functional Method Not To Be Confused With Inductive Method.

There should be no confusing the Functional Method, that has come into prominence more or less recently, with the Inductive Method of study of Latin which caused so much discussion some years ago. By the Inductive Method, the pupil was introduced immediately to the first chapter of Caesar. On this basis, it was attempted to develop all of the forms of the chapter which was being read. This was a rather ambitious procedure requiring more linguistic than most beginning pupils possessed. The functional method does not make such demands on the beginning Latin student. The method is not considered an end in itself as was the case of the Inductive Method. Rather it is proposed as a more effective method of attaining those ends which are recognized as the appropriate objectives for Latin study.

Practical Results from Use of the Functional Method.

Those favoring the adoption of the Functional Method as the universal method of approach to the study of Latin claim that the following practical results will come from its employment.

"We are advocating the functional approach to the learning of Latin forms, syntax, and vocabulary, and as far as possible in a school situation

1. Mason D. Gray, "The Teaching of Latin" p 96, D. Appleton Co.

2. Ibid p 108.

"The main point is that the initial learning of the first principles should follow, not precede the experimenting with the individual forms, and should serve as a real test by assisting the pupil to organize the knowledge gained. Later, when the habit of associating function with form has been attained, entire new paragraphs may be safely learned, provided that no new functions are immediately involved." I.

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Those favoring the adoption of the functional method as the universal method of approach to the study of Latin claim that the following practical results will come from its employment.

"We are advocating the functional approach to the learning of Latin forms, syntax, and vocabulary, and as far as possible in a school situation I. Hanson D. Gray, 'The Teaching of Latin', p. 50, D. Appleton Co. 1918 p. 108.

functional methods in drill and in testing throughout the course, because, we feel sure that these methods are more useful in gaining and holding the the pupil's interest, in creating in him desirable attitudes towards his Latin, in giving him those knowledges, skills and abilities which will function in his other school activities, and will continue to function in those activities in which he will continue to be engaged throughout his life after his study of Latin in school or college has ceased." 1

In concluding the discussion on the functional method of learning Latin vocabulary, forms and syntax, we may say that the method seems to be sensible, and based on the sound psychological principle that the pupil learns by doing. That the method has not been universally incorporated into the teaching procedures can be attributed to the fact that many Latin teachers have been trained in the use of the formal method, and are unwilling to change their established methods. Their reasoning has its logic. But the proponents of the Functional Method are firm in their belief that in time this method will become the universal method of teaching Latin. 2.

Developments in the Reading Methods

In recent years we have been hearing about several new theories in the reading of Latin. Formerly the method of approach to a Latin sentence was to seek out the subject, then the verb, and then the direct object. 3. In other words, the idea was to analyze the sentence into its component parts and then translate them into English words. We say words because that was too frequently the case. More often than not the pupil looked up each word of the sentence in the vocabulary, found an English word, then proceeded to fit these words together into a sentence. Too often the result was a stiff, stilted sentence that meant little more to the student than did the original Latin. The analytical method of approach to a sentence is still used in many schools, but the newer method reading Latin as Latin is gaining in favor. 4

1.W.L. Carr, "Functional Approach to the Learning of Latin Forms, Syntax, and Vocabulary." D.C. Heath Co., p 8.

2.W.L. Carr, "Shall We Teach Our Pupils To Read Latin?" Classical Journal, vol. 23: 500- 510

3.Mason D.Gray, "The Teaching of Latin" p 68.

4.Ibid p 2.

functional method is still and in teaching throughout the course, however, we feel sure that these methods are more useful in gaining and holding the pupil's interest, in creating in him desirable attitudes towards his Latin, in giving him sound knowledge, skills and abilities which will last in his other school activities, and will continue to function in those activities in which he will continue to be engaged throughout his life after his study of Latin in school or college has ceased."

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Advantages in the Reading Method

In recent years we have been hearing about several new theories in the teaching of Latin. Formerly the method of approach to a Latin sentence was to read out the subject, then the verb, and then the direct object. In other words, the idea was to analyze the sentence into its component parts and then translate them into English words. We say words because that was too frequently the case. More often than not the pupil looked up each word of the sentence in the vocabulary, found an English word, then proceeded to fit these words together into a sentence. Too often the result was a stiff, stilted sentence that meant little more to the student than did the original Latin. The analytical method of approach to a sentence is still used in many schools, but the newer method reading Latin as Latin is gaining in favor.

J. W. Carr, "Functional Approach to the Teaching of Latin Vocabulary and Vocabulary," *Modern Language Association*, p. 55.

Vol. 33: 1918-1919
J. W. Carr, "The Teaching of Latin," p. 55.
Article 3.

Latin Word Order Method

"It is perhaps no exaggeration to say that this bogey of reading Latin as Latin has been revived in cycles of ten years for the past century by classicists who have become dissatisfied with the results in their classrooms. We realize in the reading of Latin as Latin only a method of comprehending the thought. It is a logical method where the simplicity of the Latin sentence enables the thought units to be kept in mind until the end of the sentence is reached, and the pupils in the first year course should be trained in this method." 1.

Although he does not seem to have a great degree of faith in this method of reading Latin as Latin, Mr. Dorrance S. White does think that it is the best method for the beginning pupil in Latin. It would seem that if the pupil was well trained in this method in his early study, he would be able to apply the principles of it in his later reading.

2.

According to the Classical Report the reading of Latin as Latin is defined as "the ability to get the thought in the Latin order and directly from the Latin itself, instead of backwards and indirectly through translation."

It is more fully defined in the announcement of the College Entrance Examination Board:

"From the outset, particular attention should be given to developing the ability to take in the meaning of each word,- and so, gradually of the whole sentence,- just as it stands; the sentence should be read and understood in the original, with the full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and position of the word itself." 3.

It may be readily seen that the essential idea is to gain the ability to get the thought of the sentence in the order as it is written in Latin. It has, as Mr. White said, been proposed frequently in the past, but since the Classical Investigation it has become more widespread. The newer courses of study advocate its adoption as the standard method of reading the Latin. For example, note the following quotations from various courses of study examined in the National Survey of Secondary Education.

1. Dorrance S. White, *Classical Journal*, 27: 576.

2. *Classical Report*, Part One, p 94

3. *Ibid* p 94

"It is perhaps an exaggeration to say that this policy of reading Latin as Latin has been revived in order of 10 years for the past century by classical scholars who have become dissatisfied with the results in their classes - to say that it is a revival of the reading of Latin as Latin only a method of comparison. It is a logical method which the simplicity of the Latin sentence enables the thought to be kept in mind until the end of the sentence is reached, and the pupils in the first year course should be trained in this method." 1.

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1. Statement of Mr. White, Classical Board, 1913, p. 24
2. Classical Report, Part One, p. 24
3. Ibid p. 24

"... comprehension of ideas expressed as they occur in the Latin word order must precede any attempt to translate the sentence as a whole." 1.

"... from the time the first Latin sentence is read, the pupil is required to attempt to comprehend the sentence in the order in which the phrases appear. This comprehension should often be tested by content questions and by asking for the English translation of certain phrases. A clear distinction is made between the reading of the Latin for comprehension and the translation of the complete sentence or paragraph into English." 2.

"From the outset, particular attention should be given to developing the ability to take in the meaning of each word, and so, gradually, of the whole sentence, just as it stands. The sentence should be read and understood in the order of the original, with full appreciation of each word as it comes, so far as can be known from what has gone before, and from the position of the word itself. The habit of making this the method of reading should be encouraged and cultivated as the best preparation for the reading that the student has to do." 3.

"Read the story in Latin, trying to get the thought, translate in the Latin order, omitting the words not known, guess at the meaning of the words not known by (a) its similarity to a known Latin word, (b) its similarity to a known English word, (c) the context of the passage, (then) look up the words not known, and put the whole story into idiomatic English." 4.

"At the beginning of the study the pupil reads the sentence in the Latin as a whole unit, and while doing so, as far as possible catches the meaning. He is led to acquire the ability of suspending judgment until the sentence or smaller unit is completed." 5.

Advantages of the Word Order Method.

The proponents of the Word Order Method of reading Latin claim for it certain definite advantages. 6. The first is that since the pupil is studying the language of the Romans, the use of the method which nearest approaches the one used by the Romans themselves would logically be the best one to learn to read Latin. The second argument is that the Latin word order method brings the pupil into immediate contact with the genius of the language, the most important element of which is the suspense made possible by the synthetic structure of the language.

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1. Course of Study, Denver, Colorado; Dept. of Public Instruction, p 18.
 2. Course of study, Newark, New Jersey, Board of Educ. (no date but published since the Classical Report) p 2.
 3. Course of Study, New York State, 1931, Dept. of Educ., p 7.
 4. Course of Study, Oakland, California, Dept. of Public Instruction, p 6.
 5. Course of Study, Pennsylvania State, Dept. of Public Instruction, p 12.
 6. "The Teaching of Latin", Mason D. Gray, pp 56 ff

"... comprehension of these expressions as they occur in the Latin word order must precede any attempt to translate the sentences as a whole." 1.

"... from the time the first Latin sentence is read, the pupil is required to attempt to comprehend the sentences in the order in which the phrases appear. This comprehension should often be tested by direct questions and by asking for the English translation of certain phrases. A clear distinction is made between the reading of the Latin for comprehension and the translation of the complete sentence or paragraph into English." 2.

"From the outset, particular attention should be given to developing the ability to take the meaning of each word, and so, gradually, of the whole sentence, just as it stands. The sentences should be read and understood in the order of the original, with full appreciation of each word as it comes, so far as can be shown from what has gone before, and from the position of the word itself. The habit of reading with the method of reading should be encouraged and cultivated as the best preparation for the reading that the student has to do." 3.

"When the story is read, trying to get the thought, translate in the Latin as often, omitting the words not known, guess at the meaning of the words not known by (a) the similarity to a known Latin word, (b) the similarity to a known English word, (c) the context of the passage, (d) look up the words not known, and put the whole story into idiomatic English." 4.

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1. *Source of Study*, New York: Board of Public Instruction, p. 18.
2. *Source of Study*, New York: Board of Public Instruction, p. 18.
3. *Source of Study*, New York: Board of Public Instruction, p. 18.
4. *Source of Study*, New York: Board of Public Instruction, p. 18.
5. *Source of Study*, New York: Board of Public Instruction, p. 18.

The third argument is that Language is primarily a vehicle for the expression and comprehension of thought, and that the Latin word order method is the most appropriate method for this theory. The fourth, and one of the most significant arguments, is that this method possesses significant mental training in that it utilizes those mental processes which are fundamental to the process of reflective thinking. That is, the essential attitude of a pupil studying a Latin sentence in this method is that of suspended judgment, which John Dewey denotes as the most important factor in reflective thinking.

" Reflective thinking, in short, means suspended judgment during further inquiry; the most important factor in the training of good mental habits consists in acquiring the attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or to refute the first suggestions that occur."¹.

Possible Dangers of the Word Order Method

Dr. Mason D. Gray, while an ardent supporter of the Word Order method, also recognizes certain potential dangers in the use of the method if the teacher is not alert.²

One of the dangers of the use of this method in the hands of a poor teacher is that the teacher, in teaching her pupils to read "as the Romans read" is apt to forget that the Roman children had a considerable knowledge of Latin, even before they started to read it for the first time. The teacher should keep this fact in mind, and she should not expect too much from her beginning pupils. Another danger is that the teacher may come to believe that this method can be used in all circumstances. This is not true. Sometimes the pupil will encounter a passage that is entirely too cumbersome to be approached by the Word Order method. But this danger does not apply to the method as it is employed in the elementary course, because of the fact that the reading is of the "made" variety which lends

1. John Dewey, "How We Think", D.C. Heath co., Boston, 1910, p 13
2. Mason D.Gray, "The Teaching of Latin", p 58

itself to the use of this method. But even so, the teacher should advise the pupil that absolute consistency in the use of the Word Order method is not possible in the reading of Latin in the advanced grades.

Direct Method of Teaching Latin

Concerning the Direct Method for Teaching Latin we give the characteristic¹ features of it as listed by the Report of the Classical Investigation.

- I. The employment of Latin from the beginning as the customary, though not the exclusive, language of the classroom.
- II. The acquisition of vocabulary, forms and syntax almost entirely by induction in oral drill based upon the pupil's activity, pictures, models, and the like.
- III. The subordination of reading to speaking throughout and, when the reading stage is reached, the testing of knowledge and comprehension, not by translation, but by questions in Latin concerning the content of the passage read.
- IV. The omission of translation entirely until the pupils are well advanced in their power to read and understand Latin as Latin, and the use of translation as an exercise in the artistic use of English.

The Direct Method is not new, it was used as a method when Latin began to spread into the provinces of the Roman Empire. It was later used in the period of the Revival of Learning. The gradual disuse of Latin as a method of communication between educated men is responsible for the change in methods to those in use today.

Although the Classical Report did not recommend the general use of the Direct Method,-

"It is undoubtedly true that remarkable results have been obtained by experienced teachers working with the Direct Method under favorable conditions. Nevertheless we do not recommend this method be adopted for general use." 2.

- the Report did recommend that it be used in the earlier stages of the instruction.-

"While, therefore, not recommending the employment of this method throughout, we regard it as of high value in the hands of skilled teachers

1. Classical Report, Part One, p 234.

2. Ibid

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III. The substitution of reading to speaking throughout and, when the reading stage is reached, the testing of knowledge and comprehension, not by translation, but by questions in Latin concerning the content of the passage read.

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E. C. Classical Report, 1907, p. 100.

E. C. 1914

in the earlier stages of instruction, particularly in the junior high school period." 1.

In some of its features the Direct Method resembles the Latin Word Order method. Under the Direct Method, the oral use of the Latin is the basis for acquiring a knowledge of the language. The approach to the study is entirely through conversation, the idea being to create, as far as possible, the conditions under which the pupil would learn the language if he were suddenly translated to ancient Rome. Where this system is used, English is used only as an exercise in developing an artistic use of English in translating from the Latin.

"In the University of Chicago High School the Direct Method is used in one of its modified forms. In this system the pupil points his attention primarily to the understanding of the thought without specific reference to each word, form, or element of syntax. In this class the Latin is read both orally and silently, and then resumes are given in English. The specific instruction in the use of forms and in their application is not given until the fourth semester." 2

As may be seen, the Direct Method of teaching Latin is the most difficult method of attack, and it is doubtful if it could be used in the great majority of high school systems with any great degree of success because of the fact that there are few teachers who have the ability to use the method effectively.³

As would be expected when a revolutionary method of any type is advanced in any field, there are many who support it and many who oppose its adoption. The case of the Latin Word Order Method is no exception. There are those who decry it as a fad and there are those who hail it as the panacea for Latin problems. Somewhere the two standpoints is the truth. Wilbert L. Carr, one of the outstanding Latin scholars in America today, favors the adoption of this method, but admits that to incorporate it into the the schemes of teaching which are prevalent in most schools today will be no easy task. Speaking of the adoption of the Latin Word Order Method, Dr. Carr says,

1. Classical Report, Part One, p 235.

2. H.C.Morrison, "The Practice of Teaching in the Secondary Schools", chap.24, University of Chicago Press, rev. edition, 1930.

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1. Classical Journal, Vol. 1, p. 135.
2. Carr, "The Practice of Teaching in the Secondary Schools," University of Chicago Press, rev. edition, 1930.

"All of which is verily said and very easily read, but not so easily put into practice; especially by teachers who were themselves taught by the grammar method and who have spent years in building up grammar habits rather than reading habits in reference to Latin. At the present time there are many handicaps to be overcome if the reading of Latin as Latin is to be used as a method. In the first year we find an over abundance of drilling on forms and syntax. Furthermore if we want to teach our pupils to read Latin as Latin, we must somehow free ourselves and save our pupils from the idea that Latin is a language to be seen and not heard. We must try to discover successful ways of cultivating in our pupils a genuine language attitude toward the printed page. We must train our pupils to associate the printed Latin word with the spoken Latin word, and to associate meaning with either. Vocalization in English is not the only response to speech stimulus in Latin." 1.

Another Latin scholar expresses his opinion on the subject of the Latin Word Order Method as follows;²

"The ability to read Latin as Latin involves a vast range of equipment and training, more than most pupils possess. During the first three or four years this ideal process of reading Latin should be subordinated to the more prosaic process of equipping the pupil to operate the process." 3.

Unanimous agreement on any highly controversial subject is seldom if ever attained. This matter of the best method of reading Latin proves to be far from being the exception.

OBJECTIVE TESTS FOR LATIN

The Classical Report recommended that

"... the more important ultimate objectives as well as the immediate objectives be regularly represented by appropriate questions in all tests and examinations." 4.

This recommendation was made with the intention that in this way the pupil would realize that his lesson consisted of learning not only two or three types of forms, but of equally important parallel materials.

In the carrying out of the Classical Investigation, many objective tests were devised for the purposes of measuring the abilities of the pupils in Latin classes. The teacher has the choice of many objective tests in her field. She should be careful to use the tests which measure accurately the worthwhile outcomes of the study of Latin. There are also several well

1. W.L. Carr, Classical Journal, 23:500-510.

2. Franklin H. Potter, Classical Journal, 23:16-23.

3. Ibid

4. Classical Report, Part One, pp 216-217.

"All of which is very much and very easily read, but not so easily put into practice; especially by teachers who were themselves taught by the grammar method and who have spent years in building up grammar habits rather than reading habits in reference to Latin. At the present time there are many methods to be overcome in the teaching of Latin as Latin is to be used as a method. In the first year we find an over abundance of drilling on forms and syntax. Furthermore if we want to teach our pupils to read Latin as Latin, we must somehow free ourselves and save our pupils from the idea that Latin is a language to be seen and not heard. We must try to discover successful ways of substituting in our pupils a genuine language attitude toward the printed page. We must train our pupils to associate the printed Latin word with the spoken Latin word, and to associate meaning with either. Vocalization in English is not the only response to speech stimulus in Latin." 1.

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1. W. L. ...
2. Franklin F. Potter, Classical Journal, 23:16-23.
3. Ibid.
4. Classical Report, Part One, pp. 216-217.

constructed and valid tests for measuring progress in the Latin courses which have been constructed since the Classical Investigation. Some of these will be discussed at a later point in the paper. Perhaps one reason why the use of objective tests has not become more general is that the tests reveal the weaknesses of the teaching procedures used as well as the degree of attainment of the pupil. If the teacher is willing to learn the true results of her teaching, one of the best methods to do this is to employ an objective test in checking up on the progress of her pupils. If a teacher does not have the facilities of a standardized test, she may construct her own objective tests. But at present there are many excellent objective tests in teachers' manuals, and in the "Hints for Teachers" section of the Classical Journal. If the teacher is not familiar with the administering of these tests, she may learn the fundamentals in any of the books on measurements, one of the simplest is the section concerning tests in "The Bulletin on First Year Latin"¹ or in "The Teaching Of Latin"²

Concerning the objective tests which have been constructed since the Classical Investigation, Miss Florence Lucasse says,

"As an important by-product of the Investigation, we have the numerous standardized tests which were used in the testing program. A great impetus has been given to the working out of new tests since that time. With better norms of achievement, the Latin can have a scientific basis for measuring the attainment of whatever objectives they set. There are now diagnostic tests for determining aptitude for Latin study as well as tests for remedial purposes. The pedagogy of Latin and its justification of its place in the curriculum can be put on just as concrete a foundation as that of any other subject." ³

These tests have been constructed to measure all of the materials in the elementary course. These tests are of the standard types, namely, the true-false, completion, multiple-choice, and the one word answer type. The standardized tests for Latin may be divided into two types.⁴ Those two types are called the Direct and The Indirect. The Direct type test measures

1."Bulletin on First Year Latin", Hill, Seeger, and Winch, Ohio Latin Service Committee, 1930.

2.Mason D.Gray, "The Teaching of Latin", D.Appleton Co., 1929, Boston.

3.Florence Lucasse, Journal of Educational Research, 20:18, June 1929.

4.S.L.Pressey, "Use of Standard Tests", p135, World Book Co., 1926

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1. Loomis, Florence, "The Investigation of the Teaching of Latin," *Classical Journal*, 1930.
2. Loomis, Florence, "The Investigation of the Teaching of Latin," *Classical Journal*, 1930.
3. Loomis, Florence, "The Investigation of the Teaching of Latin," *Classical Journal*, 1930.

the direct outcomes of the study, for example, knowledge of Latin words and ability to read Latin. An example of this type test is the group of Henmon tests. The second type, the indirect type, measure the indirect outcomes of the study, such as the influence on the pupil's knowledge of English. The Direct type is the better developed type of test because it has been in use longer than the Indirect type. The materials for the Direct type test are in general selected from the materials common to the stage of the course at which the test is to be given. The materials for the Indirect type test usually consist of lists of derivatives, common Latin expressions etc. The more recent tests are more easily administered than the tests which were first constructed because of the changes made after experimentation. In some of the tests more writing is required on the part of the pupil than in others, but usually the amount of information derived offsets the slight inconvenience in the scoring. These objective tests are very efficient means of measuring the extent to which the pupil has benefitted by the study, this is especially true of the Direct type. The Indirect type serves to indicate to the teacher the extent to which she has succeeded in making the language of real use to her students, as by helping them to better understand their own language.

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Mason D. Gray gives some specimen tests which the teacher may use as models in constructing their own tests. For example, the tests on the historical - cultural background of the pupil should contain questions or items of the following type.

I. The Roman officials who occupied relatively the same positions as our President and Vice President were called Consuls....True....False

II. It was the custom of the Roman gentlemen to eat dinner while seated at the table....True....False

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1. The Roman officials who occupied relatively the same positions as our President and Vice President were called Consuls.... True.... False
2. It was the custom of the Roman gentlemen to eat dinner while seated at the table.... True.... False

Another type of question used in this kind of test is similar to the following:

I. The hero who bravely held back the enemy at the bridge was Caesar, Camillus, Horatius, Brutus, Cicero.

II. The Trojan who settled Rome after a long voyage was Aeneas, Ulysses, Priam, Vergil, Ajax.

Mr. Gray also gives a specimen test on expressions common in English, the meanings of which are dependent upon a knowledge of Classical Mythology. It contains such items as: A fidus Achates, an Achilles heel. A number of these expressions are listed and the pupil writes the meaning which best expresses the idiom.

After using such specimen tests, many Latin teachers have adopted the practice of constructing their own objective tests. The tests constructed by the teachers themselves are not standardized as well as the tests built by experts, but they do eliminate much of the subjective judgment involved in the scoring of a test of the essay type. In fact, the Ohio Classical Committee urges the teachers to build their own tests.

"But ultimately Latin teachers will obtain the best results in the practical building of tests from studying the available Latin tests, including the informal as well as the formal standardized types." 1.

Then the Committee cites from G.M. Ruch's book, "The Objective or New Type Examination"

"The best of existing standard tests represent a degree of refinement not possible without extended experimentation. But the rank and file of such tests are readily equalled or bettered by the teacher who has mastered a little of the theory of measurement and who is intent on building valid and reliable examinations." 2.

Of course, it is not meant that the teacher should not use the standardized tests if she has the opportunity.

Some of the better known standardized tests for Latin teachers are the

1. Bulletin on First Year Latin, p 221
- 2..Ibid

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1. Institute on Latin Test, Latin, p. 221

2. Ibid.

following:

Tyler Pressey Test on Latin Verb Forms

A multiple choice type test, having thirty two problems. Each problem is a Latin verb form followed by four English phrases, only one of which is the correct translation of the Latin verb form.

Pressey Latin Syntax Test.

A multiple choice type of test. It tests the recognition of case and number of nouns and adjectives. The English sentence is followed by four Latin sentences, of which only one has the correct case endings.

Godsey Diagnostic Latin Composition Test

A multiple choice type of test. Each problem requires not only the selection of the correct equivalent, but also the rule which governs this construction. It requires more time but demonstrates the pupil's familiarity with the cases.

Stevenson Matching Test

This test contains sixty words and one hundred and twenty choices. The test requires considerable time, but the results are valuable to the teacher.

Ullman-Kirby Latin Comprehension Test

This test is composed of ten paragraphs ranging in form from simple to complex Latin sentences. Each paragraph is followed by several questions in English on the content of the passage. Correct answers require understanding of Latin.

White Latin Test.

This test contains one hundred multiple choice problems to test the vocabulary, and twenty sentences with four choices of translation for each. The test is well arranged, with the sentences graded in difficulty.

Following:

Expletive Test on Latin Verb Forms

A multiple choice type test, having thirty two problems. Each problem is a Latin verb form followed by four English phrases, only one of which is the correct translation of the Latin verb form.

Inventory Latin Syntax Test

A multiple choice type of test. It tests the recognition of cases and number of nouns and adjectives. The English sentence is followed by four Latin sentences, of which only one has the correct case and number.

Concise Diagnostic Latin Composition Test

A multiple choice type of test. Each problem requires not only the selection of the correct equivalent, but also the identification of the case which governs this construction. It requires more time and demonstrates the pupil's familiarity with the cases.

Stevenson Latin Test

This test contains thirty words and one hundred and twenty choices. The test requires considerable time, but the results are valuable to the teacher.

Ultman-Kirby Latin Interpretation Test

This test is composed of ten paragraphs ranging in form from simple to complex Latin sentences. Each paragraph is followed by several questions in English on the content of the passage. Correct answers require understanding of Latin.

White Latin Test

This test contains one hundred multiple choice problems to test the vocabulary, and twenty sentences with four choices of translation for each. The test is well arranged, with the answers listed in alphabetical order.

New York Latin Achievement Tests

These are two separate tests, one for each half of the year. There are three vocabulary tests, one test on syllabification and accentuation, four tests on inflectional forms, and one test on syntax and derivation, and three on translation. The complete test is intended to be given in two non-consecutive periods with definite time allotments for each part.

Stevenson-Coxe Latin Derivative Test

This test has sixty problems of selecting correct derivatives of Latin words.

Prognosis Tests For Latin

There has been some work done in the field of prognosis testing in Latin, but this work is yet to be perfected to the stage where the test can be used with any degree of reliability. The aims of the prognostic tests are to show in advance the success that a pupil may be expected to have if he takes Latin as one of his courses. A reliable prognosis test for Latin would be of great value in decreasing the mortality rate of Latin pupils which results from pupils of poor ability taking Latin and then finding out that they can not do the work. Perhaps the best prognosis test yet devised for Latin is the "Orleans-Solomon Latin Prognosis Test". This test consists of six lessons on gender, number and case, followed by brief tests to show the pupil's ability and facility in recognizing cases and in distinguishing forms. The manual says that the test aims to predict the pupil's success in Latin and to indicate his probable ease in learning. A table is provided that estimates the chances of the pupil to succeed. The authors advocate the comparison of these scores with the intelligence ratings of the pupils. This fact seems to indicate that the authors of the test do not wish that the test to be used as a final judgment, and that general intelligence

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may be used as a check on the final judgment of the pupil's capacity.

The aim of the prognosis test is to help to prevent pupils of insufficient ability from taking Latin and then finding out that they can not do the work. It is true that a reliable and valid prognostic test will be of considerable value in the work of educational guidance, but as yet the tests constructed are not too reliable, and the teacher should not base her decisions entirely on them. As Miss Edith B. Pattee points out,

"The prognosis test may point out to the teacher which pupils are weak in the fundamentals of English, which ones are slow in comprehending, which ones are careless, inattentive, or handicapped in intelligence. But it may fail to indicate the difficulty of the pupil with defective hearing or vision, the abnormally shy youngster and the lazy cheat. The prognosis test is a help but cannot be expected to eliminate failures, and should not be used to bar the boy or girl who, from unfortunate environment or other circumstances has not secured a satisfactory background." 1.

Perhaps Miss Pattee is too discouraged about the effectiveness of prognostic tests, but she expresses a sound admonition in saying that they should not be used to bar out pupils who may benefit from their Latin study. Mr. Mason D. Gray goes so far as to say that there are no satisfactory prognosis tests at present.

"Even from the comparatively narrow point of view from which the problem has been attacked, no satisfactory test has yet been devised. There is furthermore one fundamental defect in all of the efforts made so far. A teacher of modern foreign languages who sets up the potential direct values of the subject as the goal might properly use a prognostic test intended to measure purely linguistic power. But if both direct and transfer values are regarded as the justification for the study of Latin, one cannot assume without proof that the potential ability of the pupils to secure these values to an extent justifying the study of Latin is measured by a test of linguistic ability. Every teacher is familiar with the bookworm type of pupil who apparently make good progress in the study of Latin, but who resist any attempt to broaden their outlook, and who may actually be securing smaller educational value than pupils not so well endowed linguistically, but who possess a better innate ability to see relations, to generalize, and who are consequently securing very substantial returns from the study of Latin.

Until prognostic tests include this element, they will be unable to furnish a basis of predicting who should study Latin; that is, who are so equipped mentally that they create the presumption that they will profit by the study of Latin, not merely through the rate of progress made in Latin, but through the attainment of the educational values of the subject. The syn-

1. Edith B. Pattee, "Use of Standardized Tests", Classical Journal, 24:92-97.

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1. With E. Latton, "Use of Standardized Tests", Educational Journal, 1923-24.

thesis of direct and transfer values needs also to find expression in any ultimately valid prognostic test for Latin." 1.

In concluding the discussion of objective tests for Latin, we may say that there has been much work done in this field since the Classical Investigation. There are at present many standardized tests for measuring progress in the study of Latin. These tests may be used to good advantage by the teacher if she has access to them, but the teacher may construct her own objective tests by using some of the standardized tests as models. The prognostic tests are not sufficiently developed to warrant their use as a sole means of predicting potential ability in Latin.

Developments in the First Year Text-books.

Since the Report of the Classical Investigation in 1924, there has been a general movement on the part of text-book publishers to produce books which meet the recommendations of the Report. The Classical Report made some definite recommendations as to the content of the course which necessitated the thorough reconstruction of the principles of text-book construction. The Classical Report made the following recommendations which have been the basis for the new texts.

I. Forms

1. Nouns and adjectives of the first three declensions.
2. Adverbs from adjectives of the first three declensions.
3. Pronouns:-quis, ego, tu, is, qui, hic, ille, ipse.
4. Verbs.
 - a. Indicative of sum (except the future perfect)
 - b. Indicative active and passive of the first four conjugations.
 - c. Imperative of all conjugations, present active and passive second person singular and plural.
 - d. Infinitive of first four conjugations present active and passive.
 - e. Perfect passive participles of all conjugations.
 - f. Principal parts of selected verbs.

II. Vocabulary:- Four to five hundred selected words to be mastered.

III. Not less than forty pages of graded Latin.

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IV. SYNTAX

1. Agreement

- a. Verb with subject
- b. Adjective with noun.
- c. Appositive with noun or pronoun.
- d. Predicate noun or adjective with subject.
- e. Pronoun with antecedent.

2. Cases uses.

- a. Nominative as subject.
- b. Genitive of Possessor.
- c. Dative of Indirect Object.
- d. Dative with intransitive verbs. (as they are met)
- e. Dative with compound verbs.
- f. Accusative direct object.
- g. Accusative with prepositions ad and in.
- h. Accusative as subject of infinitive.
- i. Accusative of duration or extent.
- j. Vocative in direct address.
- k. Ablative of Means.
- l. Ablative in prepositional phrases.
- m. Ablative of Cause.
- n. Ablative of Time.

These are the recommendations of the Classical Investigation for the
 1.
 content of the first year Latin course. The amount of forms and syntactical
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 principles is considerably less than was contained in the older courses.
 The result of these recommendations has been the publication of many new
 texts that aimed to fulfill the new requirements. Some of them have been
 built strictly according to the recommendations, whereas others embody some
 materials in addition to those which were recommended. In the case where a
 book contains more materials than recommended, it is usually suggested that
 the teacher use the extra materials only after the basic forms have been
 mastered. Miss Florence Lucasse speaks of one of the new texts as follows:

"It seems almost an ideal embodiment of the recommendations of the Report. In fact, it has made what appeared a visionary and unattainable goal a possible and decidedly practical plan. It contains accounts of Roman life, stories from Roman history and myths in simple form. Everywhere the approach to syntax, vocabulary and inflections is psychological rather than logical in others words the material is presented in a gradual and natural way adapted to the student's ability to comprehend and absorb, not in the formal order dear to the heart of the grammarian. The laws of learning are involved throughout. A knowledge of inflections must function, it is not considered sufficient to know the forms in a set arrangement of paradigms. The bonds

1. Report of the Classical Investigation, Part One, p 160.

2. Ibid p 165.

IV. SUMMARY

1. Agreement

- a. Verb with subject
- b. Adjective with noun
- c. Adjective with noun or pronoun
- d. Prepositional noun or adjective with subject
- e. Pronoun with antecedent

2. Cases used

- a. Nominative as subject
- b. Genitive of possession
- c. Dative of indirect object
- d. Dative with intransitive verbs (as they are met)
- e. Dative with compound verbs
- f. Accusative direct object
- g. Accusative with prepositions ad and in
- h. Accusative as subject of infinitive
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the teacher use the extra material only after the basic forms have been

mastered. This course includes a list of the new texts as follows:

"It seems almost an ideal embodiment of the recommendations of the report. In fact, it has made what appeared a visionary and unattainable goal a possible and decidedly practical plan. It contains accounts of Roman life, stories from Roman history and myths in simple form. Everywhere the approach to syntax, vocabulary and inflections is psychological rather than logical. In other words the material is presented in a gradual and natural way adapted to the student's ability to comprehend and absorb, not in the formal order dear to the heart of the grammarian. The laws of learning are followed throughout. A knowledge of inflections must function, it is not considered sufficient to know the forms in a set arrangement of paradigms. The book

between the English language structure and Latin are frequently referred to and practical exercises leading to the improvement of abilities in both languages are given. Derivatives are introduced in English sentences so that the student may get a correct feeling for the word and increase his active and passive vocabulary." 1.

Before one even looks inside the new text books, one can realize some of the elements of change. The new books are more attractive than the old books. They are bound in bright colors in contrast to the older type books. The fact may seem incidental and of minor importance, but it helps to give a more living appearance to the work.

The material in the books is set up on the pages in type that aids the pupil to in finding references and in noting the important elements to be mastered. The lessons are arranged in a uniform manner that makes for helping the student in the doing of his lessons.

In November 1930, at the Conference of High School Principals at the University of Illinois, Miss Goldia D. Roach read a paper concerning the
2
new text books for elementary Latin. Following are a few excerpts taken from the paper:

"The newer texts have borne several results:- greater skill in translation for more people, a broader knowledge of Roman life, more interesting classes, more aid to English speech and composition, and a saving of teacher time. ... The sentence structure in the newer texts is much simpler and the content is better adapted to the interests of the beginner. This easier sentence structure gives more ease in thought comprehension and translation.

"One of the noticeable benefits resulting from the use of these new texts is the improvement of the translation of the poorer students. This can be attributed to the slower approach to the different constructions and to the reading content which is better adapted to the abilities of the immature student. There is much less of the foolish translation that used to be met. The students comprehend the thought of the passage more quickly and more easily.

"Children read the made Latin with more ease than when plunged directly into contact with a classical author as in the old days, and they enjoy the reading much more.

"Oral and written English is surely aided by the newer texts, for the emphasis on the derivation work has made the children cognizant of the derivatives and of their relation to the Latin sources.

1. Florence J. Lucasse, "What the Classical Investigation Has Accomplished," Journal of Educational Research, 20: 15-21.

2. Goldia D. Roach, "Results of the Newer Type Texts for Latin I" Proceedings of the High School Conference of Nov. 1930, Univ. of Ill. Bulletin vol. 28 #16, pp 73-75

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1. Florence J. Lamm, "What are Discovered Investigation and Accomplished," Journal of Educational Research, 30: 18-21.
2. Goldie B. Bosch, "Review of the New Type Texts for Latin I," Proceedings of the High School Conference of Nov. 1939, Univ. of Ill., Urbana, Ill.

"Saving of teacher time is certainly an excellent feature in these busy days. All of the newer texts have teachers' manuals which give valuable hints and helpful suggestions. In some of the texts are found tests which cover either a unit, or a days' work, or several chapters. The teacher feels confident in using the tests because they are usually built by experts in the field of measurements. Another saving of teacher time is gained by the fact that less time is required for explanations because of these facts: the texts contain a more detailed or simplified explanation of the constructions which are presented as single units. The pupils learn one case and one use of that case at a time. In the old days the plan was to learn a whole declension or a whole conjugation at one time.

" In using these revised texts, the teacher must be careful lest the pupil get the idea that all Latin will be easy adapted to his needs. There is a danger that the pupil will become reluctant to spend much time and mental effort in learning forms and reasoning out their use."

The new texts have not been well received by everyone. There are some persons who question whether they meet the "indispensable primary objective in the study of Latin" according to the Classical Investigation. H.C. Nutting in the Classical Journal says,

" The outstanding features of the new texts are (1) Extensive attention to outside issues, (2) Lack of vigorous attack upon forms of noun and verb, (3) Postponement of the Subjunctive until the second year. Even the Latin boys under Quintillian were forced to learn their paradigms, and if Quintillian thought that boys with a knowledge of Latin needed a good foundation, how much more must the modern boy need it." 1.

Some claim that the text does not make very much difference if the teacher is a capable one. In a study carried out to find the relation of the achievement in Latin to the type of text-book used, J.S. Orleans and H.G. Thompson decided that,

" A valid conclusion might be that it is not the text-book primarily but the teacher and her uses of the text which play the most important part in determining the achievement of the student. A good teacher with a mediocre or perhaps even a poor text will probably obtain better results with a class than a poor teacher with the best of books. Undoubtedly, however, the teacher using a text with unusually effective method of presentation has a decidedly greater advantage over the equally good teacher using a book in which the materials are not so effectively presented." 2.

Perhaps we would do well to look at some of these new books and notice to what extent they have included the materials recommended by the Classical Investigation. In the table on the following page an attempt has been

1. H.C. Nutting, "Foundation of Latin", Classical Journal, 25:531-534.
2. J.S. Orleans and H.G. Thompson, "Textbooks and Achievement in Latin", School and Society, 28: 549-550.

"Saying to teacher time is certainly an unusual feature in these days. All of the newer texts have a chapter, usually which give valuable hints and helpful suggestions. In some of the texts are found tests which cover either a unit, or a lesson, or a chapter. The teacher tests are placed in such a way that the teacher can get a fairly good idea of the student's progress. Another saying of teacher time is gained by the fact that less time is required for explanations because of these tests. The texts contain a more detailed or simplified explanation of the concepts than which are presented as single units. The pupils learn one case and one case of that case at a time. In the old days the plan was to learn a whole definition or a whole configuration at one time.

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Perhaps we would do well to look at some of these new books and notice to what extent they have included the materials recommended by the Classical Investigation. In the table on the following page an attempt has been

made to show how some of the new text books have been influenced by the recommendations of the Report. The table states whether the book conforms with the recommendations, or if the book differs from the recommendations, the table states wherein the differences exist.

Perhaps it would be well to say a few words about some of the new books. One of the popular books in use is "Latin for Today", by Mason D. Gray and Thornton Jenkins, published by Ginn and Company in 1929. This book uses the functional method of approach to the study of vocabulary, forms, and syntax. The total vocabulary of the book contains about five hundred and fifty words which are to be mastered by the pupil. The lessons are arranged uniformly and emphasize the functional approach in their arrangement. The reading is of the made type and concerns Roman history, myths, and customs. The amount of syntax and forms is limited to those specified by the Report.

"Latin - First Year", by Ralph V.D. Magoffin and Margaret Henry, published by Silver, Burdett and Company, is another well known and much used first year text. The grammar is presented to be learned functionally. The vocabulary averages about ten words per lesson and it is based on the word list of Brown, Hubbard and Lodge. There are systematic reviews at regular intervals. One of the features of this book is that the reading material is based on a series of pictures of ancient Rome painted by an Italian artist named Forti. These pictures depict Rome at the zenith of her career as the ruler of the world.

"First Latin Lessons" by H.F. Scott and Annabel Horn, published by Scott Foresman and Company of Chicago, in 1928, is another fine first year book. This book contains much more material than was recommended, but the teacher is cautioned not to try to cover all of the book. She should use her own

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BOOK	VOCABULARY	FORMS	SYNTAX	READING MATTER
"First Latin Book" Celia Ford, Henry Holt & Co. 1931, N.Y.	about 150 more than recommend- ed.	some extras: perfect infin. pres. and fut. participles	some extras: Ablative Absol. Dative with special verbs	Connected, graded, con- cerns Roman life and cus- toms.
D'Ooge & Roehm "Junior Latin Lessons" Ginn and Co. 1927	325 words- less than number recom- mended.	limited to the forms recom- mended.	conforms with recommendation	"made" Latin concerns Roman myths, legends and history.
Magoffin & Henry "Latin-First Year" Silver, Burdett N.Y.	lesson vocab- ularies average ten words per lesson. Words in one lesson are repeated in next reading.	only those recommended. Numerous cum- ulative re- views.	only those recommended. Numerous cum- ulative re- views as with forms.	Much Latin for oral reading. Connected, graded Latin for reading: stories of Ro- man life, etc.
Gray & Jenkins "Latin For Today" Ginn & Co. 1929	550 words- 150 more than recommended. Placed at end of lesson to be mastered.	conform to the recommend- ations. To be learned functionally.	contains the recommended principles, simply named.	oral Latin as well as Lat- in for reading. Concerns myths history and stories.
"First Latin Lessons" Parsons & Little D.C. Heath Co.	approximately 400 words to be mastered functionally.	some extras: nouns of 4th & 5th declensions 5 irregular ad- jectives, verbs eo and possum indicative.	conforms closely to the recommendation	about 40 pages of con- nected easy Latin.
"Elementary Latin" Ullman & Henry Macmillan Co.	slightly more than recommend- ed. Well correlated with English derivatives.	only the absol- utely necess- ary forms are required to be mastered.	contains all principles recommended plus the subjunctive.	Graded Latin concerning life and times also two Latin plays. Oral Latin
"A First Year of Latin" Jenner & Grant B.H. Sanborn & Co., Boston	Slightly lar- ger. Based on Caesar, special vocabularies placed for functional use	only basic forms present, conforms closely with recommendations	conforms closely.	Connected Latin versions of popular English stories Story of Greek boy slave.
"Living Latin" Thursby & Kine Macmillan Co.	more than recommended.	conforms closely, sys- tematic review lessons	contains only recommended principles.	connected Latin, concern- ing a Roman family and friends.

BOOK	TECHNICAL	FORMS	SYNTAX	REMARKS
"First Latin Book" Ginn Press, New York & Co., 1901, N.Y.	about 150 more than recommended ed.	some extras; participles present and fut.	some extras; adjective Ablative native with special verbs	connected, graded, con- tains Roman life and cus- toms.
"Junior Latin" Lessons Ginn and Co. 1907	323 words- less than number recom- mended.	limited to the forms recom- mended.	conforms with recommendation concerning Roman myths, legends and history.	"made Latin" concerns Roman myths, legends and history.
"Latin-First Year" Silver, Burdett N.Y.	in one lesson are recommended and reading.	in one lesson are recommended and reading.	only those recommended. Numerous com- parative re- sults as with forms.	such Latin for oral reading. Numerous com- parative re- sults as with forms.
"Latin for Today" Ginn & Co. 1909	350 words- 150 more than recommended. placed at end of lesson to be mastered.	conform to the recommended principles. to be learned functionally.	conforms to recommendations concerning the principles, slightly named. history and stories.	as well as Latin in for reading. concerns myths history and stories.
"First Latin" Lessons Parsons & Little D.C. Heath Co.	approximately 400 words to be mastered. functionally. irregular ad- jectives, verbs and possessive indicative.	conforms to recommendations concerning the principles, slightly named. history and stories.	conforms to recommendations concerning the principles, slightly named. history and stories.	about 40 pages of con- nected easy Latin.
"Elementary Latin" Ginn & Co. Macmillan Co.	slightly more than recommended ed. Well correlated with English derivatives.	only the speci- ally necessary forms are recommended to give the substantive.	conforms to recommendations concerning the principles, slightly named. history and stories.	Graded Latin concerning life and times also two Latin plays. Oral Latin
"A First Year of Latin" Loomis & Grant E.H. Sothern & Co., Boston	slightly less than recommended ed. Well correlated with English derivatives.	only basic forms present, conforms closely with recommendations	conforms to recommendations concerning the principles, slightly named. history and stories.	connected Latin version of popular English stories story of Greek boy slave.
"Living Latin" Therapy & King Macmillan Co.	more than recommended.	conforms to recommendations concerning the principles, slightly named. history and stories.	conforms to recommendations concerning the principles, slightly named. history and stories.	connected Latin, concern- ing a Roman family and friends.

judgment, but should be sure that the recommended materials are mastered before she tries to cover any of the extra material. Emphasis is placed on quality rather than on quantity. The largest lesson vocabulary contains only nine words and many of the vocabularies have only five words. With these small vocabularies, there can be no excuse for lack of mastery. There is an abundance of reading material graded in difficulty as recommended. This is a good book but must be used as directed.

"First Latin Book", by Celia Ford and published by Henry Holt and Company of New York in 1931, contains selected forms in addition to those recommended, but again the advice is given that the recommended materials be mastered before any additional optional work is attempted. The vocabulary is extensive and contains many more words than the four hundred recommended. The reading material is well arranged and is selected for the use of the beginner.

It may be seen from the discussion of the four foregoing books and from the accompanying table that in general the trend has been to conform with the recommendations. In the cases where there has been more material contained than was recommended, the teacher may cover the material or not, as her time permits.

Because of the fact that the books discussed here have all seemed to conform with the recommendations to a large extent, the teacher should not be misled to think that every one of the new books embodies the best materials for instruction. There are some books which were constructed hastily to meet the demands of schools for books after the Report of the Investigation, and some of these hastily constructed books were nothing more than old books under a new guise and a few minor changes. If a teacher is so unfortunate as to have to employ one of the inferior texts, she will do

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well to supplement her book with material from the "Hints for Teachers" section of the Classical Journal, or from the Service Bureau for Latin Teachers of the American Classical League.

Concerning the new type elementary texts, Miss Harriet Echternach said^{1.}
in a paper read at a classical conference,

"We must avoid textbooks which ignore the aims of the study of Latin, and which rely more upon the pleasurable excitement for their popularity than upon hard study. I believe in teaching Latin for Latin. Interest on the part of the pupil is something not attained by mere entertainment in the classroom. The lessons of the first year text should contain stimulating passages of connected reading. A feature of the new texts that has appealed to me is the use of pictures which give the pupils facts and stories of Roman life. I am not an advocate of making the pupils learn the rules in parrot fashion, but we certainly need more of the principles involved in the rules than some of the new texts contain. One of the best features in the new books is the presence of systematic reviews. A few of the books do not have this necessary feature, and this is a serious lack."

1. Harriet Echternach, "The Newer First-year Texts", Proceedings of the High School Conference of November 1930, Univ. of Illinois Bulletin, vol. xxviii # 16, p 71.

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Chapter One Part Two.

The Increased Ability to Understand Those Elements in English Which are Related to Latin, and The Increased Ability to Read, Write and Speak English

In the Report of the Classical Investigation, the increased ability to understand those elements of English which are related to Latin was considered second in importance as an objective only to the primary immediate objective of increased ability to read Latin.¹ For years the argument advanced for the importance of Latin in the curriculum has been that it serves as an aid to the student to understand his own language better. There has been much discussion on this point as to whether or not the claim is valid. The Latinists have tried to prove their point by objective tests and research. Likewise have the opponents attempted to prove their claims that Latin is not of sufficient value to be retained in the curriculum. D.R. Smith made a study to find out "what was the influence of change in ability in Latin translation during one half year upon the abilities in other lines of reasoning."² The study was a carefully controlled one in which the subjects were students paired as to their I.Q.s. Of each pair, one had studied Latin for one half year, and the other had no knowledge of Latin. In fifty four cases out of one hundred, the Latin students showed a transfer of ability. In forty six cases out of one hundred, the non-Latin students proved superior. This study was very unsatisfactory to all who were interested, in that it offered no definite proof of transfer to support the assertions of the Latinists, nor did it show definitely any lack of transfer to support the contentions of the non-Latinists.

Under the former methods of studying Latin, the teachers claimed that one of the chief values derived from the study was the better acquaintance with English, but invariably the teacher made no concerted effort to further

1. Classical Report Part One, p 33.

2. D.R. Smith, "Transfer of Translation Thinking", School and Society, 25:380 - 384.

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1. Classical Report for 1924, p. 55.
2. D. B. Smith, "Transfer of Translation Thinking", School and Society, 20:224-234.

1

the attainment of this objective. In most cases the requirements for the inflections and syntax took all of the time that the teacher had, with the result that any increased ability in English developed in spite of the work done in class rather than because of it. Be that as it may, the fact is, that with the reduction in the amount of materials to be mastered in the first year of the course, there has consequently been an increased amount of time allotted to the attainment of the ultimate objectives, one of which is the increased ability in English. The fact that many pupils continue the study of Latin for only two years makes it necessary to teach the materials in such a way that the pupils will get the most return from the time spent in study. Few Latinists claim that in two years time a pupil can attain any degree of literary appreciation in Latin, and accordingly more stress is laid on the benefits to be derived from the Latin in relation to the English.

2

"The study of Latin will not automatically develop increased ability to understand and use English more correctly. The specific aim in teaching high school Latin must be to choose such materials and to use such methods of instruction as concern directly the development of greater ability to use English as a means of social communication." 3.

"It may be said that, of all of the good reasons for the study of Latin, this one of value for English is the one greatest consideration for the pupil who will study Latin for only two years." 4

The method of relating the study of Latin to English which is probably the most effective is the study of derivatives. The large number of words of Latin derivation in English has been placed as high as 62% of our total vocabulary, with the percentage constantly increasing because of the new names in the sciences: Botany, Chemistry, Physics and Biology.

There are various methods of teaching derivatives, but the main differences are in the methods of maintaining the interest of the pupil. If

1. Classical Investigation, Part One p216

2. Ibid p 120

3. Olivia Pound, "Applying the North Central Association Standards to the Reorganization of the Secondary Curriculum", North Cent. Assoc. Quarterly, vol. 4:266 ff

4. R.V.D. Magoffin, "Latin as an Educational Asset", Amer. Class. League publication # 37.

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1. Classical Investigation, Part One, p. 10.
2. Ibid., p. 10.
3. Oliver Board, "Applying the North Central Association Standards to the Reorganization of the Secondary Curriculum", North Cent. Assoc. Quarterly, Vol. 3:285-91.
4. E. V. Rieu, "Latin as an Educational Asset", Amer. Class. Assoc.

the teacher is not careful, the work may become merely a routine matter for the pupil, in which case the benefits of the study will be greatly diminished.

In the Peabody Demonstration School in Nashville, Tennessee, the following method is used in studying derivatives.

I. The pupils make notebooks containing

- a. A list of Latin words and a number of English derivatives from each.

These derivatives may be simply listed, listed with meanings or used in sentences.

- b. Advertisements in which English derivatives are present.

- c. Advertisements in which classical allusions occur.

II. The pupils may make posters containing

- a. English derivatives from one root. A tree is a common form for such a poster, but other forms are used, such as a wheel with a Latin word as the hub and the spokes the English derivatives.

- b. Groups of words containing a common prefix or suffix.

- c. Technical terms of Latin found in mathematics, civics or any other subject studied by the pupils. Lists of such terms and their derivation may be obtained from the Service Bureau for Classical Teachers or from the files of the Classical Journal.

- d. Latin mottoes, abbreviations of Latin words, Latin words and phrases found by the pupils.

- e. Pictures of flowers and birds with their scientific Latin names.

This use of notebooks for the studying of derivatives is a common and effective method. It may be noticed in the course of study for the Junior High Schools of Massachusetts that the use of a notebook in connection with derivative work is recommended.

In connection with a study carried out in the Classical Investigation,

1. Mrs. E.L. Parsons, "Teaching English Derivatives", Classical Journal vol. 25:68-69.

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- I. The pupils take notebooks containing
 - a. A list of Latin words and a number of English derivatives from each.
 - b. These derivatives may be slightly listed, listed with meanings or used in sentences.

- II. Advantages in which English derivatives are present.
 - a. Advantages in which classical allusions occur.

- III. The pupils may take notes containing
 - a. English derivatives from one root. A tree is a common form for such a poster, but other forms are used, such as a wheel with a Latin word as the hub and the spokes the English derivatives.

- b. Groups of words containing a common prefix or suffix.
- c. Technical terms of Latin found in mathematics, civics or any other subject studied by the pupils. Lists of such terms and their derivation may be obtained from the Service Bureau for Classical Teachers or from the files of the Classical Journal.

- d. Latin notes, abbreviations of Latin words, Latin words and phrases found by the pupils.

- e. Pictures of flowers and birds with their scientific Latin names.
- This use of notebooks for the study of derivatives is a common and effective method. It may be noticed in the course of study for the Junior High Schools of Massachusetts that the use of a notebook in connection with derivative work is recommended.

In connection with a study carried out in the Classical Journal,

it was found that 98% of the teachers answering a questionnaire stated that they considered that the teaching of English derivatives to be a valid objective for the study of Latin.¹ Dr. Mason D. Gray says that the teaching of English derivatives is the only application objective that is of sufficient importance to warrant its daily consideration.² The Bulletin on First Year Latin says that the derivation of words should be taught with each day's lesson.³

One common method of doing this work is to assign one Latin word to one pupil each day with the request that he make a list of all of the derivatives that he can find. Then before the class the next day, have this pupil put his list on the board. The class then discusses the words as to their meaning and their use in a sentence. When each pupil has had a turn at this kind of task, the method is varied by assigning five English words to a pupil each day with the request that he consult the New International or the New Standard Dictionary and then report to the class the origin of each English word.

If the best results are to be attained from the study of derivatives, the teacher must have a thorough knowledge of the materials to be covered. For this purpose there are some excellent books on the subject which will be of considerable aid to the teacher. One of the best of these is "Words and Their Ways in English Speech", by Greenough and Kittredge. Another fine book is Gray's "Pupil's Companion" which contains much material systematically arranged for the teacher. Much valuable material in connection with the relation of Latin to English can be obtained from the Service Bureau for Latin Teachers.

In choosing a text for the elementary course, one should be careful to select one that contains materials pertaining to the work on derivatives.

1. Report of Classical Investigation, Part One, p 216
2. Mason D. Gray "The Teaching of Latin", p 116
3. Bulletin on First Year Latin, Ohio Latin Service Committee, p 104.

It was found that one of the reasons answering a questionnaire stated that they considered that the teaching of English derivatives to be a valid objective for the study of Latin. Dr. Mason D. Gray says that the teaching of English derivatives is the only specification objective that is of sufficient importance to warrant its daily consideration. The Bulletin on First Year Latin says that the derivation of words should be taught with each day's lesson.

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If the derivatives are to be obtained from the study of derivatives, the teacher must have a thorough knowledge of the materials to be covered. For this purpose there are some excellent books on the subject which will be of considerable aid to the teacher. One of the best of these is "Words and Their Ways in English Speech", by Greenough and Kittredge. Another fine book is Gray's "Latin's Companion" which contains much material systematic-ally arranged for the teacher. Much valuable material in connection with the relation of Latin to English can be obtained from the Service Bureau for Latin Teachers.

In choosing a text for the elementary course, one should be careful to select one that contains materials pertaining to the work on derivatives.

The material of the book should be so arranged that the pupil can easily understand it and employ it. Dr. Mason D. Gray says that the work on derivatives should be guided by the objective in view. This can be defined as "the development of a permanent habit of using Latin words in interpreting unfamiliar English words".^{1.} This is the ability which is desired to function after the study of Latin has ceased, and the only way that it can be attained is by the proper training of the pupil. The more competent teacher realizes that unless she is careful in stressing the meaning of the word as well as the derivation of it and its related words, the pupil will not get a knowledge of the relations and their meanings which is of any abiding value.

Translation Process

Another point in Latin study where increased attention has been given to the matter of English is in the translation process. It is true that this matter of translation has more significance in the advanced stages of Latin study, but it is in the elementary grades that the pupils do their first translating, and much future trouble can be averted by starting the pupil off on the right foot. The elementary teacher should insist from the start on translations that are sensible as well as grammatical. It has long been claimed that translation of Latin into English is a source of value to the pupil. Miss Maxie Nave Woodring made a study of the quality of English in the translations of a selected group of Latin studies, and she found that even in the selected group the sentence structure was poor and the choice of words was lacking in variety.^{2.} Mr. Mason D. Gray explains this situation by saying that the amount of time demanded of the pupils to make even a passable translation was so great that the pupils could not be expected to make a translation in which the English was of a high quality. He goes on to say that since Miss Woodring made her study, the amount of

1. Mason D. Gray, "Teaching of Latin" p 121

2. Ibid p 126.

The material of the book should be so arranged that the pupil can easily understand it and enjoy it. Dr. Isaac H. Gray says that the word on Latin-atives should be guided by the objective in view. This can be defined as "the development of a permanent habit of using Latin words in interesting Latin-English words. This is the ability which is desired to function after the study of Latin has ceased, and the only way that it can be attained is by the proper training of the pupil. The more competent teacher realizes that when he is careful in stressing the meaning of the word as well as the derivation of it and its related words, the pupil will not get a knowledge of the relations and their meanings which is of any abiding value.

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material required to be translated has been decreased considerably, and now there should be a better grade of translations into English from the
 1.
 Latin.

The "Bulletin on First Year Latin" in speaking of the translations in the first year Latin class says,

"...Then the final step becomes an exercise in English composition. This may be given orally or may be written on the blackboard so that it can be seen and used as an exercise in the translation of English into Latin."²

In other words, the translation is not used as an end in itself, or merely as a means of checking up on the the pupil's work. The use of translation as an English composition exercise has become one of the most effective ways of obtaining the utmost benefit of Latin as an aid to developing the pupil's abilities in English.

The growth of the Latin word order method of reading the Latin has had³
 a beneficial effect on the quality of English used in the translations. The word order method has introduced the method of comprehending the thought in Latin before giving expression to it in English. This method of translation develops the complementary powers of thinking and expressing⁴
 thought, which Inglis maintains is the aim of a good method of translation. Along with the use of the Latin word order method has come a different conception of the true nature of translation. Whereas it was formerly only a method of testing the comprehension of the passage being read, now it has become an exercise in English composition, and more time is being given to raising the standards of the translation to justify the claim that it actually contributes to the pupil's ability to express his thoughts in good English.

In concluding the discussion of the work in elementary Latin which pertains to the increased ability to understand certain elements of Latin

1. Ibid p 127.

2. Bulletin on First Year Latin, Ohio Latin Service Committee, 1930

3. W.L. Carr, "The Teaching of Elementary Latin", D.C. Heath, 1929, p 125.

4. A.J. Inglis, "Principles of Secondary Education", Houghton Mifflin Co., 1918, p 427- 428.

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The growth of the Latin word order method of reading the Latin has had a beneficial effect on the quality of English used in the translations. The word order method has introduced the method of compressing the thought in Latin before giving expression to it in English. This method of translation develops the complementary powers of thinking and expressing thoughts, which helps maintain the aim of a good method of translation.

Along with the use of the Latin word order method has come a different conception of the true nature of translation. Whereas it was formerly only a method of testing the comprehension of the passage being read, now it has become an exercise in English composition, and more time is being given to raising the standards of the translation to justify the claim that it actually contributes to the pupil's ability to express his thoughts in good English.

In concluding the discussion of the work in elementary Latin which pertains to the increased ability to understand certain elements of Latin

in English, we may say that the increased stress upon the study of the derivatives in English from Latin, and upon the study of common Latin expressions met in English. The objective of increased ability to read, write, and speak English is, of course, interwoven with the ability to understand those elements of Latin found in English, and any increased ability in the understanding of those elements concurrently brings increased ability in reading, writing, and speaking of English; but the latter objective has also been given greater attention in the demands for a better quality of English in the translations.

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CHAPTER TWO

DISCIPLINARY OBJECTIVES

The following definition of the disciplinary objectives for the study
of Latin is the one stated by Dr. Mason D. Gray.¹

" By the disciplinary objectives of Latin are meant those potential improvements in general habits resulting from the spread or transfer to other fields than Latin of habits of mental work developed in Latin. In this category of objectives we are not concerned with such potential results as improved efficiency in thinking through practice in adequate translation, or the ability to apply in other language study either specific linguistic abilities or specific processes as the habit of solving new words through context and related words. The values just described do not involve a transfer of mental abilities, but the 'development of improved efficiency in the use of the mother tongue as related to the mental elements which can be grasped only by means of its terms.' 2. This transfer applies only to a linguistic field, while the disciplinary values under consideration in this chapter are general in their application."

As stated by the Report of the Classical Investigation, the disciplinary objectives of the study of Latin are as follows :³

- I. The development of certain desirable habits and ideals which are subject to spread, such as the habits of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of achievement, accuracy, and thoroughness; and the cultivation of certain general habits and attitudes such as dissatisfaction with partial success or failure.
- II. The development of correct habits of reflective thinking applicable to the mastery of other subjects of study, and to the solution of analogous problems in daily life.
- III. Development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations.
- IV. Increased ability to form logical analyses.

It is common knowledge that the studying of Latin for its transfer values has been criticized by those who believe that the time spent thus is wasted. Mr. Mason D. Gray says that neither the Latinists nor their opponents are justified in their claims because no accurate study has been made of the question. Mr. Gray says,

1. Mason D. Gray, "Teaching of Latin", p 136.

2. A.J. Inglis, op. cit. p 467

3 Report of Classical Investigation, Part One p.55 ff

The following definition of the alignment objectives for the study

1. James M. Smith, 1870-1871, 1872-1873, 1874-1875, 1876-1877, 1878-1879, 1880-1881, 1882-1883, 1884-1885, 1886-1887, 1888-1889, 1890-1891, 1892-1893, 1894-1895, 1896-1897, 1898-1899, 1900-1901, 1902-1903, 1904-1905, 1906-1907, 1908-1909, 1910-1911, 1912-1913, 1914-1915, 1916-1917, 1918-1919, 1920-1921, 1922-1923, 1924-1925, 1926-1927, 1928-1929, 1930-1931, 1932-1933, 1934-1935, 1936-1937, 1938-1939, 1940-1941, 1942-1943, 1944-1945, 1946-1947, 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964-1965, 1966-1967, 1968-1969, 1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413

"This issue (the problem of transfer of values) can apparently be decided only by a comprehensive study of controlled experiments extending over a period of years and embracing not only those more tangible phases of Latin which are at present susceptible to measurement, but also those more intangible products for which no means of measurement has yet been devised, and which may always have to be evaluated on the basis of subjective opinion. Pending such investigations, 'a priori' assertions on either side are unjustified." 1.

If there is to be any effective work done in the direction of attaining the disciplinary objectives, mastery of the materials being studied must be attained. This point is agreed upon by authorities.

"The justification of the study of Latin for any considerable number of secondary pupils lies indisputably in its transfer values. The direct values of the study of Latin for the purpose of reading literature in Latin are valid for only a very small percentage of the pupils studying it. ... But the attainment of the indirect values by the many, no less than the attainment of the direct values by the select few, depends on the progressive mastery of Latin itself." 2.

The Classical Investigation showed that the pupils were not getting anywhere near the stage of mastery of the fundamentals. The Tyler-Pressey³ test carried out in connection with the Investigation showed that not until the end of the sixth semester did the pupils show even a seventy five per cent degree of mastery of the fundamentals that were required to be mastered before the end of the second semester. In other words, even at the end of the third year, the pupils had not learned the required work of the first year. This was one of the fundamental reasons for decreasing the amount of material required to be mastered in the first year of study. The decreased amount of required material has made the mastery of the materials studied more possible because more time has been allotted to their study. In the degree that these materials are more thoroughly mastered, to that extent the attainment of the disciplinary objectives is made more certain.

In the elementary course, the pupil gets his first training in the studying of Latin. If the teacher is alive to the fact that in the early train-

1. Willis D. Uhl and others, "Supervision of Secondary Subjects," p 126

2. Ibid p 124

3. Classical Report Part One, p 142

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1. Willis G. Hall and others, "Investigation of Secondary Subjects," p. 120

2. Ibid p. 124

3. Classical Report Part One, p. 143

ing of the pupil the foundation of his future work is formed, she will realize that if he is not made to approach the study of materials in the right state of mind, the results will be of little use if not harmful to him. It is just as likely that bad methods of study will foster bad habits just as well as good methods will induce good habits. As Dr. Gray says,

"... and if not until the sixth semester ends is there even a seventy five per cent mastery of materials supposed to be mastered by the end of the second semester, on what grounds can it be argued that the study of Latin has tended to produce anything but the opposite of the desirable habit of 'sustained attention, orderly procedure, overcoming of obstacles, perseverance, dissatisfaction with failure or partial success'?" 1.

All of which emphasizes the fact that without a high degree of mastery, the disciplinary objectives cannot be attained. Thus the decreased amount of material to be mastered in the first year of study, and the increased demand for the mastery of these materials is a significant step in the direction of attaining of the disciplinary objectives.

While the actual mastery of the materials is fundamental to the attainment of the disciplinary objectives, it must be remembered that the means of attaining this mastery are of utmost importance. For example, it is possible to attain mastery without developing a habit of orderly procedure. For this reason it has become a vital point in the work of the teacher to see that the pupil maintains an orderly procedure in his study. She should remember that the methods of study as used by the pupil determine what benefits will be attained, and for this reason she should continually keep in mind that,

"The method of teaching the Latin vocabulary, syntax, etc., should be designed to develop correct habits of studying independently, to contribute to the mastery of the vocabulary and to the attainment of the objectives which the teachers consider valid for their pupils." 2.

The manner of teaching the pupil to meet new words is a step toward the attainment of the disciplinary objectives, in that it employs the use

1. Mason D. Gray, "The Teaching of Latin", p 138.

2. Classical Report, Part One, p 206.

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1

of the scientific method. That is , the pupil adopts a series of tentative assumptions, in this case the assumptions are the different meanings for the word that are suggested by the context and by the similarity to known English or Latin words; then he tests his assumptions on the basis of their ability to fit all the facts, and finally accepts or rejects according to the evidence at hand. This process is not claimed to bring automatic transfer, but it does create a favorable condition for such transfer.

In the functional method of learning syntax, the pupil attempts to learn the form by using his reasoning powers, whereas in the former method of memorizing the rules before attempting to do any reading, the pupil employed only such mental processes as were necessary for the rote learning of the principle. In using the functional approach to the learning of syntax, one of the aims is to develop in the pupil desirable habits of study, and if the teacher is not on the alert, some of her pupils may substitute

2

guessing for reasoning. In spite of this possible danger, the functional method of learning syntax is a valuable exercise in reasoning and careful thinking for the pupil.

The Latin word order method of reading has brought with it several features. The most important feature in connection with the attainment of the disciplinary objectives is that it recommends the use of suspended judgment in the comprehension of the sentence. The feature of suspended judgment is the basic principle of Reflective Thinking as described by John Dewey. Dewey says,

"Reflective thinking, in short, means judgment suspended during further inquiry; ... the most important factor in the training of good mental habits consists in acquiring the attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or refute the first suggestions that occur." 3.

If the pupil learns nothing else than the process of reflective thinking

1. Mason D. Gray "The Teaching of Latin", p 148

2. W.L. Carr, "The Functional Approach to the Learning of Latin Forms, Syntax and Vocabulary", p 4.

3. John Dewey, "How We Think", p 13.

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The latter word order method of reading has brought with it several disadvantages. The most important feature in connection with the attainment of the disciplinary objectives is that it recommends the use of suspended judgment in the comprehension of the sentence. The feature of suspended judgment is the basic principle of Reflective Thinking as described by John Dewey.

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If the pupil learns nothing else than the process of reflective thinking

1. "The Functional Approach to the Learning of Latin Syntax," p. 12.
2. "The Functional Approach to the Learning of Latin Syntax," p. 12.
3. John Dewey, "How We Think," p. 13.

and how to use its principles, he will have profitted by his study.

In the first year course there is an opportunity to make much progress in attaining that objective that pertains to the development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations. This objective is interrelated with the development of correct habits of reflective thinking applicable to the mastery of other subjects and to the solution of analogous problems in daily life.

"The study of Latin offers uniquely favorable opportunities for the development of the general habit of seeing relationships, because it affords a variety of contacts with other linguistic experiences of the pupil. The development of this general habit results from the numerous specific trainings in recognizing and utilizing the elements common to Latin and (1) the apperceptive bases recommended as instruments for the learning of Latin; and to (2) the experiences with which the various application objectives are concerned." 1.

This objective may be approached through the study of the vocabulary in two distinct methods. The pupil is trained to see and use relationships existing in Latin and English in the developing of the vocabulary, and he is also trained to see and use latent relationships for the application of the Latin vocabulary in itself, in English and in the Romance languages. 2

Similarly, in the case of syntax, pupils are trained to recognize and to use principles already familiar in English in the acquisition of syntax, and conversely to apply the principles learned not only to the immediate field of Latin, but to the correction of errors in English speech and other foreign languages. 3

Finally the habit of seeing generalizations may be developed in the study of inflections. In the study of inflections, the generalizations are more difficult to notice. For this reason, Mason D. Gray says that,

"It is clear that the value of the habit of seeing identical elements is in inverse ratio to the obviousness of the relationships detected." 4.

1. Mason D. Gray, "The Teaching of Latin" p 153.

2. Loc. cit.

3. Loc. cit.

4. Ibid p 154.

and how to use the principles, he will have profited by his study.

In the first year course there is an opportunity to make much progress in attaining that objective that pertains to the development of the habit of discovering identical elements in different situations and experiences, and of making true generalizations. This objective is interrelated with the development of correct habits of reflective thinking applicable to the study of other subjects and to the solution of analogous problems in daily life.

"The study of Latin offers uniquely favorable opportunities for the development of the general habit of seeing relationships, because it affords a variety of contacts with other linguistic experiences of the pupil. The development of this general habit results from the numerous specific trainings in recognizing and utilizing the elements common to Latin and English. The appropriate bases recommended as instruments for the learning of Latin, and so (2) the experiences with which the various applications of objective are concerned." 1.

This objective may be approached through the study of the vocabulary in two distinct methods. The pupil is trained to see and use relationships existing in Latin and English in the developing of the vocabulary, and he is also trained to see and use latent relationships for the application of the Latin vocabulary in itself, in English and in the Romance languages. Similarly, in the case of syntax, pupils are trained to recognize and use principles already familiar in English in the acquisition of syntax, and conversely to apply the principles learned not only to the immediate field of Latin, but to the correction of errors in English speech and other foreign languages.

Finally the habit of seeing generalizations may be developed in the study of inflections. In the study of inflections, the generalizations are more difficult to notice. For this reason, Hanson O. Gray says that "It is clear that the value of the habit of seeing identical elements is in inverse relation to the obviousness of the relationships detected." 2.

The good teacher will take advantage of the opportunity, small as it is, to use the study of inflections to further the ability to detect similar elements in different situations.

"Further, the partial substitution of a rational process for one likely to be wholly mnemonic adds to the justification of the claim that Latin rightly taught has potential training values of great significance." 1.

In concluding the discussion on the developments concerning the Disciplinary Objectives as they are found in the elementary course, we may say that the most important development has been the decreased amount of materials required to be mastered. This reduction in requirements has made possible the introduction of methods of studying vocabularies, syntax and inflections which are psychological in nature and which employ features which greatly assist the attainment of the Disciplinary Objectives.

1. Mason D.Gray, op. cit. p 154.

The good teacher will take advantage of the opportunity, small as it is, to use the study of reflections to further the ability to detect slight elements in different situations.

Further, the partial assimilation of a rational process for one likely to be wholly new adds to the justification of the claim that Latin rightly taught has potential training values of great significance."

In considering the discussion on the developments concerning the disciplinary objectives as they are found in the elementary course, we say only that the most important development has been the decreased amount of material required to be mastered. This reduction in requirements has enabled us to take the introduction of methods of studying vocabulary, grammar and inflections which are psychological in nature and which employ features which greatly realize the attainment of the disciplinary objectives.

CHAPTER THREE

HISTORICAL - CULTURAL OBJECTIVES

ORIGINAL - ORIGINAL
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The definition of the Historical-Cultural Objectives given by the Report of the Classical Investigation is as follows:-

"By the historical - cultural objectives are meant those concerned with increasing the pupil's fund of information, developing his capacity for appreciation, extending his intellectual horizon, and broadening his sympathies by direct contact through the study of their language and literature, with a people remote in time and place." ¹

Someone may ask how the elementary study of Latin can help attain these objectives, or how do such objectives concern the elementary course. It is true that these cultural values can best be attained in the later stages of study, and it has been only since the reconstruction of the course that these objectives have been given their worthy attention in the first year of study. The Classical Report designated several of the objectives as being valid for the elementary course. The following are the historical-cultural objectives ² for the elementary course:

- I. Development of an historical perspective and of a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology and religion of the Romans.
- II. Increased ability to understand and appreciate allusions and references to the mythology, traditions and history of the Romans.
- III. Development of right attitudes toward social institutions .
- IV. An elementary knowledge of the simpler principles of language structure.

Dr. Mason D. Gray divides the historical cultural objectives into two ³ classes which he terms as follows: (1) Those of an external, extensive, informational type appropriate to any year of the course, but especially to the first and second years; (2) The internal, intensive, appreciative type, chiefly, though not exclusively, appropriate to the last two years of the secondary course.

The Bulletin on First Year Latin states that among others the objectives

1. Classical Report, Part One p 62.

2. Loc. cit.

3. Mason D. Gray, "The Teaching of Latin" p 155

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of the historical investigation is as follows:-

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The historical report suggested several of the objectives as being valid for the elementary course. The following are the historical-cultural objectives for the elementary course:

- I. Development of an historical perspective and of a general cultural awareness through an increased knowledge of facts relating to the life, history, institutions, mythology and religion of the Romans.
 - II. Increased ability to understand and appreciate significant elements and references to the psychology, traditions and history of the Romans.
 - III. Development of right attitudes toward social institutions.
 - IV. An elementary knowledge of the principal principles of language structure.
- Dr. James H. Gray divides the historical-cultural objectives into two

classes which he names as follows: (1) Those of an external, extensive, informational type appropriate to any year of the course, but especially to the first and second years; (2) The internal, intensive, appreciative type, chiefly, though not exclusively, appropriate to the last two years

of the secondary course.

The Bulletin on First Year Latin states that among others the objectives

1. Historical report, Part One p. 24.
2. loc. cit.
3. James H. Gray, "The Teaching of Latin" p. 115

for the first year course should contain the following: ^{1.}

- I. To teach a few facts concerning Roman history. The story of the founding of Rome, the extent of its power at its height, and the influence of Rome on the civilization and on the languages of the modern world should be presented in such a way that they will be remembered.
- II. To teach a few outstanding facts concerning the religion and the mythology of the Romans. Pupil who manifest special interest should be encouraged to do special reading.
- III. To make known to the pupils the traditional characteristics of the Roman people at the best period of their history.

Thus it may be seen that there are certain materials concerning the first year course that can help to the attainment of the historical-cultural objectives.

Formerly the pupil had little chance to develop this cultural background although a large percentage of teachers thought that it was one of the most important objectives of Latin study. ² In the old type of course of study for Latin, the pupil spent much of the first year in learning inflections and syntax. Whatever reading he did was usually unconnected as to continuity and was not chosen for its ability to develop an historical knowledge as much as it was selected for its ability to illustrate the point of the lesson being studied. Wilbert L. Carr tells an interesting story to illustrate the results of the old type of reading matter. ³ It concerns a young Latin teacher who tried an experiment on his first year Latin class. He wrote on the board the following Latin sentence.

Magnae filiae pulchri agricolae cum cura columbas parvas in via nocte gladiis longis terrebant.

Not a one of his pupils even cracked a smile. They had been so used to

1. Bulletin On First Year Latin, Ohio Latin Service Committee, p 13-14

2. Classical Report p 64.

3. W.L. Carr, "Functional Approach to Latin", p 6.

for the first year course should contain the following:

1. To teach a few facts concerning Roman history. The story of the founding of Rome, the extent of her power at its height, and the influence of Rome on the civilization and on the languages of the modern world should be presented in such a way that they will be remembered.
2. To teach a few outstanding facts concerning the religion and the mythology of the Romans. Right and manifest special interest should be assigned to its essential meaning.

3. To make known to the pupils the principal characteristics of the Roman people at the best period of their history.

There is no doubt that there are certain materials concerning the first year course that can help to the attainment of the historical-cultural objectives.

Formerly teachers had little chance to develop this cultural background although a large percentage of teachers thought that it was one of the most important objectives of Latin study. In the old type of course of study for Latin, the pupil spent much of the first year in learning inflections and syntax. Whatever reading he did was usually disconnected as to continuity and was not chosen for its ability to develop an historical knowledge as such as it was selected for its ability to illustrate the point of the lesson being studied. Albert L. Carr tells an interesting story to illustrate the results of the old type of reading matter. It concerns a young Latin teacher who tried an experiment in his first year Latin class. He wrote on the board the following Latin sentence.

Quidam Romanus virum carissimum cum suis columbariis parvis in via nocte quadam longius tardaverat.

1. Bulletin on First Year Latin, Ohio Latin Service Committee, p. 18-19.
2. General Report, p. 6.
3. A. L. Carr, "Psychological Approach to Latin", p. 6.

working with this type of Latin reading material that they saw nothing strange in the sentence which said that the large daughters of the beautiful farmer were with great care frightening small doves in the road at night with long swords. The sentence is an example of the type used in the old type texts, and the chances of developing any cultural background from reading such material was very small. In the newer courses the materials are chosen with respect to their ability to give the pupil a knowledge of Roman life, history and mythology. The following example of the type of reading material in the new texts is taken from "Latin - First Year" by R.V.D. Magoffin and M.Y. Henry, published by Silver, Burdett and Co.

"Apud Troianos Priamus erat rex. Filius Priami, Paris nomine, Helenam reginam Spartae, raptavit. Haec erat causa belli Troiani."

The foregoing sentence is one from the story of the Trojan war. The Latin is of the made variety and concerns a story which is more apt to be of historical value than the story of the large daughters of the beautiful farmer.

As has been said, the first year of study was spent in learning the inflections, vocabulary, and principles of syntax. Then in the second year he spent most of his time in reading a small bit of history concerning one small part of the history of the Romans. Then at the end of the second year the large majority of the pupils ended their study of Latin. From the material that they covered, it is hard to see how any cultural benefit was gained from the two years of study. With the changes in the content of the courses, it has become more possible to employ the right materials and to give them the attention that they require if there is to be any cultural benefit derived.

Another influence of the new courses which aids the better attainment

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benefit derived.
Another influence of the new course which aids the better attainment

attainment of the cultural objectives has been the increased stress upon the importance of the collateral reading in English. This English material is used to help increase the pupil's background for both his future and present reading in both Latin and English. In recent years there have been many fine books published which can be used with great value in connection with this aspect of the course. The reading which the pupil does in English may be selected from the many books on Roman life, history and legends. A representative list of books for this purpose may be found in the appendix. To get the best results from the collateral reading, many teachers accompany the list of readings with a list of topics and questions with specific references to the sources of information. This item of collateral reading gives the teacher a fine opportunity to provide for the individual differences of the pupils in the class.

It is obvious that in order to get the best results from the work in connection with the work on the historical-cultural objectives, the teacher must have a wide and definite knowledge of the history, life, institutions and ideas of the Romans. If the class period is to contain stimulating references to these matters, the teacher must be in command of a generous and comprehensive knowledge of the subject. The new texts contain an abundance of material that is well organized and constructed, but in addition to this the teacher should frequently supplement the work at hand with material of her own.

The development of these historical-cultural objectives has become an integral part of the course, and in order to determine accurately the degree to which the pupil attains a knowledge of the materials read, there have been constructed objective tests which aim to measure the achievement of the pupil in his reading, both in English and in Latin. These tests, which were dis-

attainment of the cultural objectives has been the increased stress upon the importance of the collateral reading in English. This English material is used to help increase the pupil's background for both his future and present reading in both Latin and English. In recent years there have been many fine books published which can be used with great value in connection with this aspect of the course. The reading which the pupil does in English may be selected from the many books on Roman life, history and legends. A representative list of books for this purpose may be found in the appendix. To get the best results from the collateral reading, many teachers assign any the list of readings with a list of topics and questions with specific references to the sources of information. This list of collateral reading gives the teacher a fine opportunity to provide for the individual differences of the pupils in the class.

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cussed in a previous section of the paper, have given the work of collateral reading a more solid foundation on which to base its work.

The specific objectives for the first year course in connection with the work on the historical-cultural objectives have been previously stated. The first of these, concerning the developing of an historical and cultural background, has been aided by the increased use of materials in Latin which concern the life and society of the Romans. Collateral reading in English has recieved more emphasis than formerly. The progress in this work can now be measured by the use of objective tests.

Concerning the second specific objective, increased ability to understand and appreciate references and allusions to to the mythology, traditions and history of the Romans, the developments have been much the same as in the matter of the first objective. There has been an increased attention given to the work on the mythology by incorporating the materials into the reading materials of the course. Also there has been definite work along this line in the connection with the work on derivative study. The pupils are encouraged to keep notebooks in which they keep newspaper clippings that contain derivatives and allusions to Roman life and customs.

To the attainment of the specific objective concerning the development of right attitudes toward social institutions, there has been much work done by the writers of text books. Especially in the choice of materials for the first year texts have they been very judicious.

Originally the legends and stories of the characteristics of the Romans were told by the Roman fathers to their sons for the purpose of impressing the desirable virtues on the growing boys. These stories stressed the importance of patriotism, honor in keeping one's word, integrity in public life, and other virtues. With the incorporating of these same stories and

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Originally the legends and stories of the characteristics of the Romans were told by the Roman teachers to their sons for the purpose of impressing the desirable virtues on the growing boys. These stories stressed the importance of patriotism, honor in keeping one's word, integrity in public life, and other virtues. With the incorporating of these same stories and

legends into the reading matter of the course, we may again employ them for their original use of cultivating in the youth of these high ideals desirable in a good citizen. As Dr. Mason D. Gray says,

"The reorganization of the course, and especially of the first year texts with their use of connected Latin, now makes possible the use of this material(stories of the character and virtue of the Romans) for its origin-purpose once more, that is, the setting before young people in narrative or dramatic form of models worthy of emulation." 1.

In the first year of the course, the pupil reads some sections of Roman history. It is not intended that he get a thorough knowledge of the history, but it is intended that he will develop a recognition of some of the salient points in the growth of the empire. During the course of the pupil's reading he is called to notice likenesses to the growth of our own country. The good teacher will illustrate how our society has profitted by the mistakes made by the Romans.

When the pupil reads of the design and arrangement of the Roman houses, and of the narrow, crowded and dirty streets with the many dangers of travelling at night, the teacher may point out to him that the average citizen has many more benefits given to him through his local government than did the highest class of Roman society.

The pupil reads of two distinct classes of Roman society, the patricians and the plebeians. The barriers between these two classes were insurmountable. There was no chance for the lowly plebeian, no matter how intelligent, efficient or capable, to hold office either in state or military affairs. The teacher may point how much of a contrast there is in our own country where one's achievements are limited only by the extent of one's ability and ambition. The pupils may be made to realize how fortunate they are to be members of such a society, and that they should do their best to be worthy members of the society in which they live.

1. Mason D.Gray, "The Teaching of Latin" p 165

2. Bulletin on First Year Latin, Ohio Latin Service Committee, p 14.

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1. James D. Gray, "The Teaching of Latin," p. 100.
2. Bulletin on High School Latin, Ohio Latin Service Committee, p. 12.

When the pupil reads of the education of the Roman boys, he learns that in Rome almost all work and business was carried out by slaves who were frequently better educated than their masters. Roman society allowed a patrician to be either an army officer, a politician, or a lawyer, but almost every other profession was considered fit only for slaves. Today in our social order there is no stigma attached to work. We have come to recognize labor as honorable. The teacher may point out to the pupil how in recent years it has become necessary for many men to accept positions which they once thought below their dignity.

The stories in the first year books deal with many incidents which reveal desirable virtues possessed by the Romans which may be used to impress upon the pupil the importance of being a good member of society.

Of course, if the best results are to be attained in the work connected with the historical-cultural objectives, the teacher must be vitally interested in her work, and must be intimately familiar with the materials, and must make the work attractive to the pupils. To this end, the teacher should employ all of the facilities at the command of the Latin teacher. The well informed teacher will, of course, have the advantage in getting the best results from the work, and in order to vitalize the work, he should have in his possession the book "Enriched Teaching of Latin in the High School", which is an excellent book for use in Latin classes. The book lists low cost illustrative and supplementary material which may be used to make the class work more interesting and more effective for the pupils. The use of materials which will get the interest of the pupils is a very good method of avoiding dull spots in the work. In a great many schools there are Latin clubs that are run in connection with the Latin courses. If the teacher has access to the book mentioned above, she will be able to suggest or

1. "Mexie N. Woodring and Frances E. Sabin, "Enriched Teaching of Latin in the High School"

When the pupil reads of the education of the Roman boys, he learns that in Rome almost all work and business was carried out by slaves who were frequently better educated than their masters. Roman society allowed a distinction to be given an army officer, a politician, or a lawyer, but almost every other profession was considered fit only for slaves. Today in our social order there is no stigma attached to work. We have come to recognize labor as honorable. The teacher may point out to the pupil how in recent years it has become necessary for many men to accept positions which they once thought below their dignity.

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obtain much material which can be used to great advantage in the programs of the Latin club.

In the programs of the Latin club the teacher has an excellent opportunity to develop the cultural background of the pupils. Of course the work towards this goal should not be left entirely to the programs of the club for the obvious reason that there will be many pupils who will not join the club, and thus will not benefit from the work done there. But for those who have enough interest to join the club, there is an excellent opportunity to gain a better knowledge of Roman life and customs. The teachers can furnish the members of the club with one or two of the simple plays which have been written for the express purpose of Latin club programs, or she may furnish the club with fundamentals for games, songs, etc., which she may get from the Service Bureau for Latin Teachers.¹ If the school has any kind of a stereopticon machine, the teacher will do well to hire some of the excellent slides from the Service Bureau which illustrate scenes from Roman life. If the teacher is so very fortunate as to have the use of a motion picture projector, she may rent some excellent films from the Service Bureau. In the case of the motion pictures, the price charged for rental may be too expensive for the regular meetings of the club, but if the club can afford to hire them, the pictures are highly entertaining as well as educational.

In many schools the Latin clubs do project work which is exhibited at open meetings of the club. The projects consist of an innumerable number of types of work, from model Roman towns to soap sculpture, and they help maintain the interest of the pupil in his work.

Concerning the fourth disciplinary objective, the work of the first year may be used to give the pupils an "Elementary knowledge of the simpler

1. Service Bureau For Latin Teachers, New York University.

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Concerning the fourth disciplinary objective, the work of the first year may be used to give the pupils an elementary knowledge of the singular

principles of language structure." The teacher should not attempt to attain too much in this direction. As may be seen in the statement of the objective, not too much is hoped for. The best method she can use is of illustrating some of the elements of the Latin by using the pupil's knowledge of English. For example, in studying the accusative case, the teacher may illustrate the similarity of the case ending with that of the English objective case with -m in such words as whom and him. This work should not take up too much of the class time but the teacher will find frequent opportunities to call the pupil's attention to points which illustrate the simpler principles of language structure.

In concluding the discussion on the Historical-Cultural objectives, we may say that insofar as the first year course is concerned, the chief development has been the increased use of reading matter both in English and Latin which has as its subject the stories, legends, and myths of Rome, written in a style which is not boring to the beginning pupil. With the decrease in the amount of materials required for mastery in the first year of the course, the teacher has more time to allot to the discussion of the readings and to realize more completely the full value from them. The Latin Club has become an effective instrument in helping the teacher to utilize the social tendencies in rounding out the contributions of the Latin departments to the educational and cultural attainments of the pupils.

"In some communities, especially those of more purely industrial population, teachers find themselves under the necessity of making a place for Latin by winning both pupils and parents to an appreciation of its practical values. The approach to this is inevitably through concrete evidence readily seen and easily understood. There are also communities where Latin has gained an evil reputation through the lack of ability or inspiration of some previous teacher. Under such circumstances, teachers will draw upon every legitimate means to accomplish the end of bringing the educational cultural values of Latin home to their constituencies." 1.

"Finally then, we may say that the attainment of the historical-cultural objectives will give the pupil first hand contact with the institutions

principles of language structure." The teacher should not attempt to attain too much in this direction. As may be seen in the statement of the objectives, too much is hoped for. The best method she can use is of illustrating some of the elements of the Latin by using the pupil's knowledge of English. For example, in studying the accusative case, the teacher may illustrate the similarity of the case ending with that of the English objective case with -in such words as when and him. This work should not take up too much of the class time but the teacher will find frequent opportunities to call the pupil's attention to points which illustrate the simpler principles of language structure.

In concluding the discussion on the Historical-Cultural objectives, we may say that incident in the first year course is concerned, the chief development has been the increased use of reading matter both in English and Latin which has as its subject the stories, legends, and myths of Rome, written in a style which is not boring to the beginning pupil. With the increase in the amount of material required for mastery in the first year of the course, the teacher has more time to allot to the discussion of the readings and to realize more completely the full value from them. The Latin Club has become an effective instrument in helping the teacher to utilize the social moments in rounding out the contributions of the Latin department to the educational and cultural attainment of the pupils.

"In some communities, especially those of more purely industrial population, teachers find themselves under the necessity of making a class for Latin by winning both pupils and parents to an appreciation of its practical value. The approach to this is inevitably through concrete evidence readily seen and easily understood. There are also communities where Latin has gained an evil reputation through the lack of ability or imagination of some previous teacher. Under such circumstances, teachers will turn upon every Latin lesson to accomplish the end of bringing the educational material into view of Latin home to their constituents." 1.

Finally then, we may say that the attainment of the Historical-Cultural objectives will give the pupil first hand contact with the traditions

and ideas which are the sources of much of our civilization, which are factors in the making of that same contemporaneous moment in which he now stands." 1.

1. David E. Adams, Classical Journal, 27:145.

and ideas which are the sources of much of our civilization, which are the
 basis in the history of that same civilization, which are now
 standards." 1.

REPORT AND CONCLUSIONS
OF THE
COMMISSIONER OF THE GENERAL LAND OFFICE

Throughout this discussion there has been an attempt to disassociate the various developments in teaching of elementary Latin for the purpose of facilitating their interpretation. It must, however, be emphatically stated that in actuality, these developments have been very closely interrelated and interdependent. To have attempted any consideration of the developments without some such analytical procedure would have been unwise. Accordingly, the developments have been discussed in regard to the objectives as set forth by the Classical Report. These objectives were the Applicational Objectives, the Disciplinary Objectives, and the Historical-Cultural Objectives. Under the Applicational Objectives were discussed those developments which pertained to the increased ability on the part of the pupil to read Latin. In regard to this point three matters were covered, namely, the changes in the course of study in respect to Elementary Latin, the changes in the teaching theories in respect to the elementary Latin course, and the changes in the textbooks for the Elementary Latin course. Also under the application objectives were discussed the developments pertaining to the increased ability to understand certain elements of Latin contained in English.

In connection with the Disciplinary Objectives were discussed those changes which had to do with the development of certain desirable habits and ideals which are subject to spread; such as habits of sustained attention, orderly procedure, overcoming obstacles, perseverance; ideals of achievement, accuracy and thoroughness, correct habits of reflective thinking, and the increased ability to form logical analyses. In the discussion of these Disciplinary Objectives, special emphasis was given to the point that no claim is made that there is any automatic transfer in connection with the developments of this nature, and that unless there is a high degree of mastery attained by the pupil, the chances for the development of these highly

Throughout this discussion there has been an attempt to dissociate the various developments in teaching of elementary Latin for the purpose of facilitating their integration. It must, however, be emphatically stated that in actuality, these developments have been very closely interrelated and interdependent. To have attempted any consideration of the developments without some such analytical procedure would have been futile. Accordingly, the developments have been discussed in regard to the objectives as set forth by the Classical Report. These objectives were the Application Objectives, the Disciplinary Objectives, and the Historical-Cultural Objectives. Under the Application Objectives were discussed those developments which pertained to the increased ability on the part of the pupil to read Latin. In regard to this point three matters were covered, namely, the changes in the course of study in respect to elementary Latin, the changes in the teaching theories in respect to the elementary Latin course, and the changes in the textbooks for the elementary Latin course. Also under the Application Objectives were discussed the developments pertaining to the increased ability to understand certain elements of Latin contained in English. In connection with the Disciplinary Objectives were discussed those changes which had to do with the development of certain desirable habits and ideas which are subject to growth; such as habits of sustained attention, orderly procedure, overcoming obstacles, perseverance, ideas of achievement, accuracy and thoroughness, correct habits of reflective thinking, and the increased ability to form logical analyses. In the discussion of these Disciplinary Objectives, special emphasis was given to the point that no claim is made that there is any automatic transfer in connection with the development of this nature, and that unless there is a high degree of mastery attained by the pupil, the chances for the development of these habits

desirable habits are very small. To discuss the developments which pertain to these Disciplinary Objectives without reference to the developments in the methods of teaching was impossible because of the extremely close inter-relations of the two fields.

The fundamental changes in connection with the Historical-Cultural Objectives were found to be the increased use of reading materials, both English and Latin, which were selected with special attention to the content as a means of increasing the pupil's knowledge of Roman institutions and characteristics; and the introduction of courses in the early work of the course the primary aim of which is to give the beginning pupil a background concerning the people whose language he is to study.

The changes in all cases were made following the suggestions of the Classical Investigation, the findings of which were published in 1924, and which have had far reaching effect on the classical studies. From the inspection of the changes, it would seem that the suggestions of the Investigation have been well received and adopted by those persons who have charge of the construction of the courses of study, and by the publishers of text books and supplementary materials. But there is much debate as to whether the teachers of Latin have revised their methods of teaching in complete accordance with the recommendations of the Report. A much disputed point would be settled if it could be decided to what extent the teachers have revised their methods in respect to the suggestions of the Report. That problem would make a fine subject for a thesis. If it could be accurately determined to what extent the teachers of the Massachusetts have improved their teaching methods, valuable information would be derived for school administration purposes. In the final analysis, the extent to which the recommendations have been adopted is the true measure of the effect of the Investigation.

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commendations have been adopted is the true measure of the effect of the

"Latin for Today", Gray, Aaron P. and Jenkins, Thornton; Sims and Co., 1922, Boston.

"Latin-First Year", Bagwell, A. F., and Henry, Margaret; Silver, Robert Co., 1924, Boston.

"First Lessons in Latin", Scott, E. F. and Sage, Adelaide; Scott Publishing Co., 1923, New York.

"First Latin Book", Ford, John, Henry Holt Co., New York, 1917.

"Latin I", French, Henry O. and Leonard, T. A., American Book Co., 1922, New York.

"A First Year of Latin", Jensen and Grant, Benjamin Sanborn Co., Boston.

"First Latin", Francis, Victor E., Little Brown, Boston 1923.

"First Year Latin" enlarged, Vinso, F. O., American Book Co., 1925 New York.

"Living Latin for the Senior High School", Murphy, G. O., and Allen, E. B. Macmillan, New York, 1924.

APPENDIX

Suggested Books for Collateral Reading in English

"Classic Myths", Gayley, Charles M., Sims and Co., Boston.

"Myths of Greece and Rome", Crofton, Helen, American Book Co., New York.

"The Story of The Romans", Crofton, H. J., American Book Co., New York.

"Private Life of The Romans", Johnston, Harold, Scott Publishing, New York.

"Ancient and Modern Rome", Robinson, Robert, Marshall Jones Co., New York.

"Roman Private Life and Its Survivals", Robinson, Walter R., Marshall Jones Co., New York.

"Last Days of Pompeii", Lytton, E. O. R. L., Little Brown Co., Boston.

"Days of Ancient Rome", Macgillivray, Thomas R., Longmans Green Co., New York.

"Hippocry" (translation) Palmer, G. H. Houghton Mifflin Co., Boston.

"Ben Hur" Wallace Lee, Harper Brothers, Boston.

"With Caesar's Legions", Wells H. F., Lothrop, Lee, Shepard and Co., N.Y.

"The Standard Roman", White Albert C., American Book Co., New York.

"On Land and Sea With Caesar", Wells H. F., Lothrop, Lee, Shepard and Co., N.Y.

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Recent Textbooks for Elementary Latin

"Latin For Today", Gray, Mason D. and Jenkins, Thornton; Ginn and Co., 1929, Boston.

"Latin-First Year", Magoffin, R.V.D., and Henry, Margaret; Silver, Burdett Co., 1932, Boston.

"First Lessons in Latin", Scott, H.F. and Horn, Annabel; Scott Foresman Co., 1928, New York.

"First Latin Book", Ford, Celia, Henry Holt Co., New York, 1929.

"Latin I", Pearson, Henry C. and Lawrence, T.M., American Book Co., 1929, New York.

"A First Year of Latin", Jenner and Grant, Benjamin Sanborn Co., Boston.

"First Latin", Francois, Victor E., Allyn Bacon., Boston 1926.

"First Year Latin" Enlarged, Place, P.O., American Book Co, 1929 New York.

"Living Latin for The Junior High School", Thursby, C.C., and Kine, G.D. Macmillan, New York, 1929.

Suggested Books For Collateral Reading in English

"Classic Myths", Gayley, Charles M., Ginn and Co., Boston.

"Myths of Greece and Rome", Guerber, Helen , American Book Co., New York.

"The Story of the Romans", Guerber, H.A., American Book Co., New York.

"Private Life Of The Romans", Johnston, Harold, Scott Foresman, New York.

"Ancient and Modern Rome", Lanciani, Rudolfo, Marshall Jones Co., New York.

"Roman Private Life and Its Survivals", McDaniel, Walter B., Marshall Jones Co., New York.

"Last Days of Pompeii", Lytton, E.G.E.L., Little Brown Co., Boston.

"Lays of Ancient Rome", Macaulay, Thomas B., Longmans Green Co., New York.

"Odyssey" (translation) Palmer, G.H. Houghton Mifflin CO., Boston.

"Ben Hur" Wallace Lew, Harper Brothers, Boston.

"With Caesar's Legions", Wells R.F., Lothrop, Lee, Shepard and Co., N.Y.

"The Standard Bearer", White Albert C., American Book Co., New York.

"On Land and Sea With Caesar", Wells R.F., Lothrop, Lee, Shepard and Co, N.Y.

Recent Textbooks for Elementary Latin

- "Latin for Today", Gray, Benson D. and Jenkins, Thompson; Wm and Co., 1929, Boston.
- "Latin-First Year", McArthur, R.V.D., and Henry, Margaret; Silver, Burdett, G., 1928, Boston.
- "First Lessons in Latin", Scott, H.T. and Horn, Annabel; Scott Foresman Co., 1929, New York.
- "First Latin Book", Ford, Gaila, Henry Holt Co., New York, 1929.
- "Latin I", Pearson, Henry G. and Lawrence, T.A., American Book Co., 1929, New York.
- "A First Year of Latin", Turner and Grant, Benjamin Swabert Co., Boston.
- "First Latin", Swabert, Victor A., Allyn Bacon, Boston 1928.
- "First Year Latin", Knight, E.O., American Book Co., 1929 New York.
- "Living Latin for the Junior High School", Thompson, C.C., and Kane, G.D. Macmillan, New York, 1929.

Outdated Books for Elementary Reading in English

- "Classical Myth", Wiley, Charles A., Ginn and Co., Boston.
- "Myths of Greece and Rome", Goucher, Helen, American Book Co., New York.
- "The Story of the Romans", Goucher, H.A., American Book Co., New York.
- "Myths and Legends of the Romans", Johnston, Harold, Scott Foresman, New York.
- "Ancient and Modern Rome", Macmillan, Macmillan, Macmillan, Jones Co., New York.
- "Roman Private Life and its Survivals", Macmillan, Walter B., Macmillan Jones Co., New York.
- "Last Days of Pompeii", Lytton, E.O.E.L., Little Brown Co., Boston.
- "Days of Ancient Rome", Macmillan, Thomas B., Macmillan Jones Co., New York.
- "Pompeii" (translation) Fisher, H.H. Macmillan Macmillan Co., Boston.
- "The Fall of Pompeii", Fisher, H.H. Macmillan Macmillan Co., Boston.
- "The Story of Pompeii", Wells H.P., Lothrop, Lee, Shepard and Co., N.Y.
- "The Standard Roman", White Albert G., American Book Co., New York.
- "On Land and Sea with Caesar", Wells H.P., Lothrop, Lee, Shepard and Co., N.Y.

"Legends of Rome Based on Livy", Wilkinson H., Macmillan Co., Boston.

"With the Eagles" Anderson, P.L., D. Appleton Co., Boston.

"Lucius; The Adventures of a Roman Boy", A.J. Church, D. Appleton Co., Boston.

"Heroes of Troy", Evans, Lawton B. Milton Bradley Co., Boston.

Suggested Books for Collateral Reading in Latin

"Easy Latin for Sight Reading Latin", D'Ooge, B.L., Ginn and Co., Boston.

"Viri Romae", D'Ooge B.L., Ginn and Co., Boston.

"A Latin Reader" Gallup, F.A., American Book Co., New York.

"Fabulae Faciles" Kirtland, J.C., Longmans Green Co., New York.

"Legends of Gods and Heroes" Morton T.S., Macmillan Co., Boston.

"A First Latin Reader" Nutting, H.C., American Book Co., New York.

"A Latin Reading Book", Reed, Julia, Macmillan Co., Boston.

"Camilla", Reed, Julia, Macmillan Co., Boston.

"Julia", Reed, Julia, Macmillan Co., Boston.

"Easy Latin" Scudder, J.W., Allyn Bacon, Boston.

"Gradatim" Scudder J.W., Allyn Bacon Co., Boston.

Suggested Books for Use in Connection with Work on Derivatives

"A Study of English Words", Anderson J.W. American Book Co., New York.

"Pupil's Companion to High School Latin" Gray, Mason D., O.L. Angevine
Rochester, New York.

"Words and Their Ways in English", Greenough and Kittredge, Macmillan Co.,
Boston.

"Twelve Thousand English Words Derived from Latin", Syntactic Book Co.,
the English Latin Department, 2088 Lunt Avenue, Chicago.

"Skeats Etymological Dictionary" American Book Co., New York.

"Legends of Rome based on Livy", William B. Eerdmans Co., Boston.
"With the Eagles" Anderson, R.L., D. Appleton Co., Boston.
"The Adventures of a Roman Boy", A.L. Chester, D. Appleton Co., Boston.
"Heroes of Troy", Evans, Weston B. Littlefield Co., Boston.

Suggested books for Colloquial Reading in Latin

"Easy Latin for College Reading", D. Appleton Co., Boston.
"First Roman", D. Appleton Co., Boston.
"A Latin Reader", Ginn, R.A., American Book Co., New York.
"Roman Stories", Ginn, R.A., American Book Co., New York.
"Legends of Gods and Heroes", Burton T.S., Eerdmans Co., Boston.
"A First Latin Reader", Ginn, R.A., American Book Co., New York.
"A Latin Reading Book", Reed, Julia, Eerdmans Co., Boston.
"Latin", Reed, Julia, Eerdmans Co., Boston.
"Latin", Reed, Julia, Eerdmans Co., Boston.
"Easy Latin", Reed, Julia, Eerdmans Co., Boston.
"Readings", Reed, Julia, Eerdmans Co., Boston.

Suggested books for use in connection with work on Derivatives

"A Study of English Words", Webster, J.W., American Book Co., New York.
"English's Derivatives to Latin", Reed, Julia, Eerdmans Co., Boston.
"Words and Their Ways in English", Ginn, R.A., American Book Co., Boston.
"Two Thousand English Words Derived from Latin", Ginn, R.A., American Book Co., Boston.
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The following books were examined in connection with the work on the first year textbooks.

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"Junior Latin Lessons", D'Ooge and Roehm, Ginn and Co., 1927, Boston.

"Latin-First Year", Magoffin and Henry; Silver, Burdett Co., 1932, Boston.

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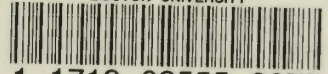
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